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The effect of writer's workshop on the development of students' writing abilities at Central Institute for the Deaf

Alexis Nicole Zendejas

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**THE EFFECT OF WRITER'S WORKSHOP ON THE DEVELOPMENT OF
STUDENTS' WRITING ABILITIES AT CENTRAL INSTITUTE FOR THE
DEAF**

by

Alexis Nicole Zendejas

**An independent study submitted in partial
fulfillment of the requirements for the degree of:**

Master of Science in Speech and Hearing

Emphasis in Education of the Hearing Impaired

**Washington University
Department of Speech and Hearing**

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**Approved by:
Lynda Berkowitz, Independent Study Supervisor**

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Introduction

"The goal of writing instruction is to create conditions that promote self-regulated writers who understand how to guide and monitor their own writing." (Dorn, Soffos, 2001)

There are many purposes for writing at any given time. A person may write to communicate, to express his or her thoughts and ideas, to question, to persuade, to teach and for many other reasons not mentioned here. Writing can be a powerful and very useful tool for those who learn to write well.

Unfortunately, writing can be difficult to teach. There are many aspects of writing that must be taught, not just one specific skill. This creates quite a challenge for the writing teacher in typical classrooms, and an even greater challenge for the teacher of deaf or hard of hearing students. Most children with a hearing-impairment naturally have a delay in language development. Depending on when they are diagnosed and aided, much of their schooling focuses on speech and language development. Since reading and writing are closely tied to oral language, many hearing-impaired children also struggle in these areas.

Recognizing the need for direct writing instruction for hearing-impaired children, I decided to explore a writer's workshop program that could be implemented at Central Institute for the Deaf.

Writer's workshop is a way of organizing writing instruction that includes a mini lesson, time for students to write, individual and group conferences, and whole class sharing (Gunning, 2003). The writing workshop provides a place for teaching to become deeply personal. Topics which matter to children become the focus of both the teacher and the children. Studies have shown that writer's workshop can be effective in increasing students' writing abilities if used correctly and efficiently.

I, therefore, asked the question, "Can the writer's workshop approach to learning the writing process help hearing impaired children learn to write effectively in a self-contained classroom at Central Institute for the Deaf?" Learning to write has, historically, been a challenge for hearing-impaired children. However, I believe that with the use of a writer's workshop, this challenge can be overcome.

To begin my study, I researched the different aspects of writer's workshop that were shown necessary to produce successful writers. From that research I wrote my literature review and I began to develop the plan and procedures I implemented into the classroom. I implemented a writer's workshop in a classroom of six students, all at different writing levels for a six week period. Upon conclusion of the six weeks, I gathered all writing samples and evaluated each student's writing according to a published rubric. From these evaluations I judged the effectiveness of the writer's workshop and developed recommendations for modifications I found necessary when working with hearing-impaired students.

I found the writer's workshop to be an overall success during this trial period and an individual success for each of the students involved. Details of the successes and trials of the students are discussed in the results section. Ralph Fletcher and JoAnn Portalupi say, "We believe that a writing workshop creates an environment where students can acquire these skills (all skills associated with learning to write), along with the fluency, confidence, and desire to see themselves as writers." I believe this writer's workshop did just that.

Literature Review

The writing workshop is a way for students to learn to write by writing. Under the teacher's guidance, students are given the opportunity to put into practice strategies introduced on a daily basis. Specifically, a writing workshop is a way of organizing writing instruction that includes a mini-lesson, time for students to write, individual and group conferences, and whole-class sharing (Gunning, 2003). For the writing workshop to best benefit the participating students, daily sessions are recommended.

A major struggle with writing instruction is motivating students to want to write. Students should be able to take pride in their work by seeing themselves as writers. Once they are able to see themselves as writers they will begin to develop a genuine feel for the power and purpose of writing. They will begin to understand what it means to write for themselves and what it means to write for an audience. Students who participate in writing workshops do see themselves as writers and develop skills to be successful writers through the writing workshop (Fletcher and Portalupi, 2001). The reason being is that the writing workshop takes the teacher out of the spotlight. Instead, the teacher sets up the structure and scaffolds the students as they take the lead in choosing what they write and how they write it. This creates students who enjoy writing because the focus is on what they are writing rather than what the teacher is teaching (Calkins, 1994).

According to the literature on writing workshops, organization is key. Organizing the students' work environment is as important as organizing other aspects of the workshop (Graves, 1991). Just as professional authors/writers have an office with all the necessary tools and materials to produce their writing, the students also need an area designated for writing. This area should include space to write as well as any necessary tools and materials such as paper,

pencils, markers, etc. Teachers should familiarize their students with the setup of the writing area and with the guidelines by which they should abide in order to utilize this station (Gunning, 2003).

Time is also extremely important to the success of a writing workshop. Lucy McCormick Calkins urges teachers to set aside an hour a day, every day, for the writing workshop, stating, "It is almost impossible to create an effective writing workshop if students write only once or twice a week. Writing time should be scheduled regularly so that children can anticipate it. This will allow children to take control of their own writing processes" (Calkins, 1986). In order for students to improve their abilities to engage in the writing process they need to stay connected to their piece of writing by working on it on a daily basis. If numerous days pass between writing sessions, the student is likely to lose the flow of his writing and then possibly his interest in the piece (Gunning, 2003). Unfortunately, many teachers find it difficult to find the time to incorporate a writing workshop everyday for an hour when there are numerous other subjects to be taught. Although having the workshop everyday of the school week is the ideal setup, authors Ralph Fletcher and JoAnn Portalupi encourage the teacher to plan for a minimum of three days, an hour each day, if unable to plan for five days. In a study by John A. Smith, associate professor of Elementary Education at the Utah State University, providing a writing workshop everyday resulted in greater success of his students. Smith accepted a one-year assignment at an elementary school in hopes of getting some up-to-date practical experience with beginning readers to develop a balanced program, blending instructional methods from skills-based and holistic perspectives. He implemented a five-part reading and writing instruction program that included a writing workshop. The workshop took place every morning beginning with a mini-lesson, then silent writing, writing and conferencing, followed by a

sharing time. Smith describes the writing workshop as being the heart of the program. Having the workshop everyday was important because it provided the opportunity for the students to apply decoding skills in a personal and meaningful context everyday. He also tells of the excitement he saw in the students as they listened to and read their personal books. All of this took place on a daily basis. Smith stresses that repetition is essential comparing this process to learning to play the piano. By the end of the year the majority of his first grade students were reading at a second grade level or above. He attributes much of their success to the sheer volume of words they encountered each day during the workshop. He also notes that they were able to claim ownership of their emergent literacy because they chose the books they read and the topics they wrote about. Writing time demonstrated the purposes of literacy and helped them feel comfortable and active in a literate classroom (Smith, 1998).

In addition to organizing the writing workshop and allowing daily writing sessions, teachers should include mini-lessons, student writing time, conferencing and sharing. The purpose of the mini-lesson is to teach a skill needed for writing (Dorn and Soffos). Linda J. Dorn and Carla Soffos describe mini-lessons as "explicit and focused lessons that the teacher creates to demonstrate a particular skill or strategy (2001). This should be a brief lesson presented prior to the writing time of the workshop. Advocates of the writing workshop recommend 10 minutes for the mini-lesson. Because of the short amount of time the lesson should be fairly easy to understand. There are many different skills that can be taught during a mini-lesson. These skills may include capitalizing titles, selecting topics, brainstorming, punctuation at the end of sentences and even explaining workshop procedures (Gunning, 2003). When choosing what to teach during a mini-lesson the teacher determines what her students need to learn, letting the students' writing guide the focus. As the need for a skill surfaces, teachers

model and then allow students to apply the new skill to their writing, therefore enhancing their abilities as writers (Graves, 1994).

Following the mini-lesson, students have time to write and conference with the teacher. In many references to writing workshops the writing time is often referred to as the core or the heart of the writing workshop. This is because the writing time is where students put into practice, what they have learned from mini-lessons and from their previous writing experiences (Fletcher and Portalupi, 2001). This is their time alone to experiment with their skills and get lost in their thoughts when working on writing projects they have set out for themselves. This is where the workshop becomes personal to the student. The time recommended for this part of the workshop is a minimum of 30 minutes. More time can be allowed, but typically not less. Most of the workshop should be devoted to actual writing time. This is to allow the students ample time to work through all the writing processes while the teacher is able to move around the room and confer with students as they write (Fletcher and Portalupi, 2001). As the students engage in writing, the teacher facilitates peer conferences or holds individual conferences with students. The teacher can either, conference with students briefly as she circulates the room or schedule conferences on a log. Those students who are not able to conference with the teacher that day can take advantage of peer conferencing and/or sign up to conference with the teacher at a later time. Donald Graves writes that, "The purpose of the writing conference is to help children teach you about what they know so that you can help them more effectively with their writing." Conferences are limited to about 5-10 minutes, to keep the writing student directed, with the teacher motivating and offering guidance as needed (Gunning, 2003). A student-teacher conference could consist of a child having trouble with locating misspelled words in his written work, the teacher can support him in this area. Or, if a child is experiencing difficulty with

starting a new story, the teacher can show him how to create a topic list (Dorn and Soffos, 2001). Peer conferencing should also be brief. When peer conferencing, the students should read their pieces to each other, ask questions to clarify the meaning and make any suggestions for improvement. They should always end on a positive note by letting their peer know what they like about their piece. This process will most likely need to be taught in a mini-lesson. However, once included in the workshop it will be a positive experience for the students as they learn to provide and receive constructive feedback. This will also provide opportunities to catch and correct mistakes without the teacher (Calkins, 1994).

Finally, to wrap up the writing workshop hour or at a time later in the day, the students should gather for group sharing. The students should be encouraged to volunteer to read their pieces to the class. Thomas G. Gunning says that this sharing time should be done in a "positive atmosphere where the other students listen attentively and tell the author what they like about the piece." In addition, the students may ask questions and make suggestions. With everyone having the opportunity to share their writing, everyone has the opportunity to learn from their peers and transfer ideas and skills to their own writing. This sharing time, fosters a sense of community among the students, encouraging all to take pride in their writing (Gunning, 2003).

When first getting started with the writing workshop approach to teaching writing, it is very possible to run into problems with organization. It is a process that needs a lot of planning and dedication to organization. As long as the teacher puts forth a valid effort in organizing the workshop while showing her enthusiasm for writing, the students will begin to see their potential as writers through the writing workshop. The teacher should build on the strengths of the students, such as noticing and celebrating the use of a great word or a strong conclusion. This will provide a sense of encouragement for students as they begin to embrace their writing as their

own (Fletcher and Portalupi, 2001). Success from the writing workshop was reflected in Smith's study and is shown to be an overall success for teachers when implementing all parts of the workshop appropriately.

Procedures of the Writer's Workshop

This study of a writer's workshop took place over a six week period in the middle school department at Central Institute for the Deaf. I was provided with a classroom and six students to participate in the writer's workshop. We met for one hour a week on Monday mornings as a group, and for 15-20 minute blocks sporadically throughout the week individually. The students ranged in age from 7-10 and were all writing just below, at, or just above the first grade level, as evaluated on a published rubric.

To begin, I provided a writing opportunity for the students before the actual writer's workshop began. I wanted to get an idea of what they were capable of producing on their own, based on their previous knowledge of writing. I also wanted to get a baseline from which to gauge their progress once the writer's workshop was completed. I instructed the students to write a story having something to do with the ocean. I told them it could be a true story about the ocean or something they made up. I passed out paper for them to use and they all got started. The results of these samples will be discussed in further detail in the next section.

Upon beginning the writer's workshop I intended to focus on the mini-lesson portion of the curriculum. I assumed that this would be best because of the limited time for this study. However, after one class meeting I quickly realized that I would need to focus on all aspects of the writer's workshop equally. Our first class period of writer's workshop consisted of a 15 minute explanation of the writer's workshop and how to use their writing notebooks, a 15 minute mini-lesson and 30 minutes of writing time. Even though I had explained the writer's workshop, their writing notebooks and taught a mini-lesson on topic selection, many of the students did not use the full writing time to write. They still needed more individual guidance. There was definitely more writing they could have done during this time, but needed some extra guidance.

This is when I realized that student-teacher conferencing would be just as important to the success of the workshop as the mini-lessons. Once the conferencing was implemented and now as I look back on the workshop, I recognize the value of the complete program.

Each student was given a writer's notebook at the start of the workshop. This notebook held any piece of writing in progress and finished pieces of writing, as well as any handouts used in class. Once the students had their writing notebooks and understood their purpose, we put the workshop into action. I began each class period with a mini-lesson, followed by student writing time and individual conferencing. In all of the literature I found on writing workshops, it is recommended that the mini-lesson last anywhere from 5-10 minutes and the writing time last from 45-50 minutes. Originally I planned each of our class meetings to allow for a ten minute mini-lesson and 50 minutes of writing time. Incorporated within the 50 minutes of writing time was individual conferencing. If the students were not able to conference with me during our class time, I was sure to meet with them at a later time during the week, before our next class period together. In addition to scheduled conference times once per week, the students were encouraged to schedule any additional conference time with me as needed. A conference log was posted in the classroom on which they could write their names to schedule a time. I did not plan a specific sharing time, choosing to work that in as the opportunities arose. In addition to our writing time in the classroom, all of the students were encouraged to write whenever they wanted to or had time throughout the week. A section of their classroom was set up to store their writing notebooks, utensils and dictionaries. They had access to this station at all times, in hopes that they would spend some time writing everyday, outside of structured class time.

Despite the recommendations in the literature, I recognized where modifications to the workshop were needed because of the student's hearing impairments, and implemented those as I

saw necessary. Instead of a 5-10 minute mini-lesson, I implemented a 15-20 minute mini-lesson. The writing time was therefore shortened to 40-45 minutes. When teaching hearing-impaired students the teacher must account for the students' language delays and the volume of new vocabulary being presented. Extra time needs to be considered for pre-teaching any unfamiliar vocabulary that may come up in a lesson. The same consideration should be taken for the language used during a lesson. The teacher may need to explain language used in the lesson that is unfamiliar or confusing. The teacher should also expect to model and correct language the students use in response to the lesson. For these reasons, more time is needed to clearly teach the mini-lesson. In addition to that modification, I extended the time for individual conferencing to 15 minutes instead of 5 minutes. Again, I saw that the time was necessary for these students to be successful with this workshop. Group/peer conferencing was something that I omitted from this workshop, mostly because of time constraints. However, if I were to do this again, I would include this important aspect of the workshop. I feel that the group conferencing could have possibly been an asset to each of the students individually in their writing, but also to aid them in learning how to edit and revise more efficiently. As noted in the results section, I feel that all parts of the writing workshop should be emphasized equally, with a few modifications for a hearing-impaired classroom. Modifications will be described and explained in greater detail in the recommendations section.

There are innumerable topics that can be taught during the mini-lesson portion of the writer's workshop. Because of my limited time and the information I gathered from the students' initial writing samples, I chose to focus my six week workshop on the basic writing process. Each lesson covered an aspect of the steps a writer must go through to develop a piece of writing, from choosing a topic to publishing a finished piece of work.

All of the students who participated in the workshop followed these procedures for the writing workshop and kept up with their writing in their writing notebooks. Not all students were able to actually publish their writing during this time, but all showed success through the writing they did accomplish. The results of the participation of these students in the writing workshop are discussed in the following section.

Results

Each of the six students who participated in the writer's workshop showed improvements in their writing abilities. Each student's progress was evaluated by their ability to produce a piece of written work following the processes taught through the mini-lessons. Since the writer's workshop allows for students to work at their own pace, some of the students did not reach the publishing stage of the process. However, the work they did complete was evaluated according to the criteria established on the rubrics. For privacy purposes, when referring to and presenting student's work, students were assigned a letter as a reference (A-F).

Before the writer's workshop began I gave the students an opportunity to write without teacher intervention. Their writing was to be based on their prior knowledge of the writing process. I scored these pieces using a rubric from Scaffolding Young Writers: A Writer's Workshop Approach by Linda J. Dorn and Carla Soffos. The authors of this book provide first, second and third grade writing proficiency benchmarks for narrative writing. For this initial piece of writing I used the first grade benchmark. The benchmarks are guided by three standards. The first standard, Process and Habits, scores a student's proficiency on a first draft, revising, editing, and a final draft. The second standard, Audience and Purposes/Author's Craft, scores a student's proficiency on introducing the topic, developing the topic and concluding the topic. The third standard, Language Use and Conventions, scores a student's proficiency on style and syntax, spelling, and punctuation and conventions. Each standard allows the students to earn points toward the standard placing them at below, approaching, meeting or exceeding the standard. Please see Appendix B for a copy of the rubric used. The results were somewhat expected, but also surprising. The results are as follows:

A COMPARISON OF SCORES BEFORE THE WRITER'S WORKSHOP

	Standard I Process & Habits 1 st Grade	Standard II Audience & Purposes/ Author's Craft 1 st Grade	Standard III Language Use and Conventions 1 st Grade
A	0/38 Below	11/59 Below	19/37 Approaching
B	0/38 Below	7/59 Below	21/37 Approaching
C	0/38 Below	7/59 Below	20/37 Approaching
D*	0/38 Below	9/59 Below	14/37 Below
E	0/38 Below	14/59 Below	9/37 Below
F	0/38 Below	2/59 Below	19/37 Approaching

Standard I 0-19 Below the Standard
 20-27 Approaching the Standard
 28 Meeting the Standard
 29+ Exceeding the Standard

Standard II 0-35 Below the Standard
 36-41 Approaching the Standard
 42 Meeting the Standard
 43+ Exceeding the Standard

Standard III 0-16 Below the Standard
 17-22 Approaching the Standard
 22 Meeting the Standard
 23+ Exceeding the Standard

***Student D was absent on the day the initial writing sample was taken from the students. Her teacher provided me with a piece of independent writing of hers that she had done previously.**

As made apparent on the chart, all of the students scored 0/38 points, placing them below the standard for Standard I. This is because all of the students omitted the use of a first draft when presented with the opportunity to write before the writing workshop. Not one of them attempted to revise or edit and all were satisfied with turning in the first words they wrote down as a final draft. Standard II was also another low scoring area for these students. Most surprising, in my opinion, was that the highest scores were achieved for Standard III. Most of the students showed to be approaching this standard. I expected that this particular standard, involving language use, would prove to be the most difficult to meet because of the students' language delays due to their hearing impairments. The results obtained on the rubric reduced the need to modify the workshop in terms of language usage. The focus could then be centered on the writing process.

Upon completion of the writer's workshop I reviewed all of the drafts the students collected in their writing notebooks. I scored their final piece using the same rubric. I began with the first grade benchmark and continued to higher grade levels based on the student's individual scores. There was much improvement in both the students' scores and the students' attitudes toward their writing. Please see Appendix B for copies of the benchmarks. The results are as follows:

A COMPARISON OF SCORES FOLLOWING THE WRITER'S WORKSHOP

	Standard I 1 st Grade	Standard II 1 st Grade	Standard III 1 st Grade	Standard I 2 nd Grade	Standard II 2 nd Grade	Standard III 2 nd Grade	Standard III 3 rd Grad
A	17/38 Below (+ 17)	12/59 Below (+1)	24/37 Exceeding (+5)	-	-	19/39 Below	-
B	26/38 Approaching (+26)	32/59 Below (+25)	32/37 Exceeding (+11)	-	-	30/39 Exceeding	28/39 Approaching
C	22/38 Approaching (+22)	34/59 Below (+27)	21/37 Approaching (+1)	-	-	-	-
D	20/38 Approaching (+20)	15/59 Below (+6)	24/37 Exceeding (+10)	-	-	17/39 Below	-
E	8/38 Below (+8)	7/59 Below (-7)	19/37 Approaching (+10)	-	-	-	-
F	18/38 Below (+18)	21/59 Below (+19)	19/37 Approaching (same)	-	-	-	-

The results of these benchmark scores show great improvements overall. Even though some of the students remained below some of the standards, they showed improvement as evidenced by the increased number of points on those standards. Those point increases verify the effectiveness of the workshop. Some of the standards improved enough to be scored on the next grade-level benchmark. Student B was one of these students. Upon first writing a sample before the workshop she was merely approaching Standard III at a first grade level and was below the standard for Standards I and II. After the workshop she was exceeding Standard III at a first and second grade level and is now approaching the standard at a third grade level. In addition to that, she achieved a 26 point increase in Standard I and a 25 point increase in Standard II. It was satisfying to realize these students were approaching standards that were age appropriate. In addition to the improvements in the students' writing abilities, their attitudes towards writing, as the workshop progressed, improved markedly. Their pride and enthusiasm for their work was quite evident.

Overall I feel that the writer's workshop was a great success. Based on the improvements made during this short six week experience, I feel the students would be able to exceed all of these standards if given the opportunity to participate in a writer's workshop, in its entirety, on a full time basis.

Recommendations

Hearing-impaired students require some modifications to be made to the writing workshop process. Language delays due to their hearing-impairment need to be taken into consideration. These students may also be unfamiliar with certain vocabulary because of lack of exposure to these words. I took these things into consideration when teaching this writing workshop and applied modifications as necessary.

Upon completion of this project, my recommendations, based on my experience with these students, are as follows:

- A writer's workshop approach to teaching the writing process, in its entirety, would be beneficial as a writing curriculum at Central Institute for the Deaf. The success of the six week trial indicates that a complete program would be even more beneficial.
- When implementing the writer's workshop a few modifications could be helpful when teaching hearing-impaired children:
 - More time should be allotted for the mini-lesson, 15-20 minutes instead of 10 minutes. More time is needed in order to incorporate language and speech corrections. This time also allows the teacher to give some practical guided experience, as a group, to practice the skill being taught before being expected to implement it into their own work.
 - More time should be allotted for student-teacher conferencing, 10-15 minutes instead of 5 minutes. This might differ from child to child and as their experience with the writer's workshop grows. But, I found that, for the most part, the students did not know how to use this time

appropriately. It is meant to be student led, with the student asking the teacher questions and the teacher expanding on his knowledge and guiding the student based on where he is in his writing. None of the students knew what to ask and sometimes felt that they didn't need any help. They felt satisfied with their piece as a finished product a bit prematurely. I feel this may have been due to their lack of knowledge of the writing process. As the students become more familiar and skilled with the writing process this conference time, might be better reduced, as they should be able to take more control of their revisions and editing on their own and through peer conferencing.

- I also recommend that the book Scaffolding Young Writers: A Writer's Workshop Approach by Linda J. Dorn and Carla Soffos be used as a reference for writer's workshop. I found it to be a very thorough and easy-to-follow resource on the subject.

Conclusion

This writer's workshop trial was a success for me as a teacher and for the students as writers. I anticipated the biggest challenge would be getting the students motivated to want to write. Fortunately, writer's workshop is designed to be student driven, taking much of the responsibility off the teacher and putting it onto the student. After only one mini-lesson and writing session, every student was excited and motivated to write. It is my hope that these children will not lose their enthusiasm and will retain the knowledge gained by their participation in the writer's workshop. It is also my hope that other students may experience these same benefits from the implementation of a writer's workshop program at CID. With a few modifications, hearing-impaired students can learn to be successful writers and love it, through a writer's workshop.

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APPENDIX A

Mini Lesson 1

Organization/Using the Topic List Form

Objective: The students will be able to hear and understand the rules and guidelines for writer's workshop and begin making a list of topics/ideas on a topic list form to write about at a later time.

Materials: overhead projector, transparency of topic list form, topic list form for each student, student writing notebooks, transparency markers.

Introduce the Lesson:

- The teacher will introduce the idea of writing by telling the students they are going to become writers. Just like the people who write the books they like to read, they are going to write stories to share with people, if they choose to share.
- Tell the students that sometimes a writer has a difficult time thinking of a topic or idea to write about. At other times, a writer has too many ideas to write about in one story.
- Introduce the Topic List Form as a resource for storing good ideas that can be developed or written about at a later time.

Discuss the Process:

- The teacher will model a think-aloud process for developing a topic list.
- Use a transparency of the topic list form to record your ideas.
- Show your students where you will store your topic list in your writing notebook.
- At this time hand out the topic list forms and their writing notebooks.
- Briefly remind them that this is where they will keep all of their writing. Show each section and tell what each is for.

Apply the Process:

- Engage the students in discussion some topics/ideas they would like to write about.
- Tell them to record the ideas on their Topic List Form.
- Ask if students are ready to begin a new piece of writing.
- Encourage these students to use their topic list as a resource for developing a new topic for writing.

****On all lessons the teacher should modify her language based on the language level of the students, periodically stopping to correct speech and language of the students as well.**

TOPIC LIST/STORY IDEAS

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Adapted from Scaffolding Young Writers: A Writer's Workshop Approach by Linda J. Dorn and Carla Soffos, 2001

Mini Lesson 2

Plan Your Topic/Brainstorming

Objective: Using the topics/ideas written on the topic list forms, the students will begin to develop their piece of writing with a brainstorming web activity.

Materials: overhead projector, blank transparency, blank sheet for each student, student writing notebooks, transparency markers

Introduce the Lesson:

- The teacher will tell the students that once a writer picks a topic/idea to write about, it's sometimes hard to get started. To get started, a writer will brainstorm, he or she will write down everything they know about the topic on a sheet of paper.
- Show the students a piece of paper and introduce the idea of webbing, a graphic organizer.

Discuss the Process:

- The teacher will model a think-aloud process for developing a brainstorming web of her chosen topic.
- Use a blank transparency with the topic written in the middle, to record and organize anything known about that topic.
- Tell the students this is when and where they should write freely, not paying attention to complete sentences, punctuation, their language, etc.
- Remind the students where you will keep your brainstorming web -- in your writing notebook.
- Hand out the paper.

Apply the Process:

- Engage the students in discussing what they know about their topic.
- Tell them to record their thoughts and ideas on their webs. Remind them that they are not going to have to use everything they write down in their stories, but it's a good idea to have as much information as possible. (It might need to be stressed again that errors will be fixed at a later time.)
- Tell them their web is to help them get started writing, as soon as they feel ready to write, they should start, if they haven't already.
- Remind them that any questions can be asked and answered during the student/teacher conference time. This is their time to write independently. (This would have been introduced/taught in another mini-lesson.)

****On all lessons the teacher should modify her language based on the language level of the students, periodically stopping to correct speech and language of the students as well.**

Mini Lesson 3

Write Your Draft

Objective: Using the graphic organizing web, the students will begin to organize their writing into a story.

Materials: overhead projector, transparency of teacher's web, paper copy of teacher's web, blank lined transparency, transparency markers, student writing notebooks, blank lined paper

Introduce the Lesson:

- The teacher will tell the students that once most of the writer's information is organized in a graphic organizer, like the web they have been working on, it is then time to start writing.
- The best way to start writing is to use the information from the web and just start making complete sentences and then make those sentences into paragraphs.
- In the beginning, the story may not make a lot of sense or be exactly how you want it to be, but that's okay. There will be plenty of time later to revise and edit your writing. We will learn how to do that together at a later time.
- The teacher will show her web on the transparency as she is discussing the above.
- Remove the web and replace with a blank lined transparency to show where the students should begin to write.

Discuss the Process:

- The teacher will model a think aloud process for developing her story by using her graphic organizer.
- Use the blank transparency to write sentences from the ideas written on the web.
- Be sure to point out that you are writing freely, as should they, not paying attention to any mistakes you may be making. (It would be a good idea to make some on purpose for later lessons.)
- As always remind the students where you will keep your draft writing, in your writing notebook.
- Pass out paper and allow the student to begin writing, if ready.

Apply the Process:

- Engage the students in discussion about their ideas on their web and what they are going to write about first.
- Tell them to start writing their sentences on the blank paper, this will become their draft.
- Remind them that they don't have to use everything on their web and they can use things that they forgot to put on their web.

****On all lessons the teacher should modify her language based on the language level of the students, periodically stopping to correct speech and language of the students as well.**

Mini Lesson 4

Revise Your Draft

Objective: The students will be able to look at their drafts and find areas that need to be revised for improvement and then implement those revisions in their drafts. They will use revision tools and techniques given and taught to them by the teacher.

Materials: overhead projector, transparency markers, transparency of teacher's draft, basic revision techniques transparency, paper copies of the basic revision techniques form, student writing notebooks

Introduce the Lesson:

- The teacher will tell the students, as a writer is developing his/her story he/she often has to go back and read over what he/she has written. While reading over the draft, it is common to change your mind about what you have written. Sometimes a writer will want to take things out that have already been written or may want to add something new. This process is called revising.
- There are many different ways to revise your draft. You have to revise in a way that works best for you.
- Introduce the basic revision techniques form as a reference for ideas of how they may want to revise their drafts.

Discuss the Process:

- The teacher will model a think aloud process of revising her draft using a few of the different revision techniques.
- Display your draft on the overhead projector while removing and adding text using the revision techniques. Describe in detail your thought process and your method of revising.
- There will not be time to model every technique presented on the form, but tell the students that they are to choose whichever they like the best. If they are not sure how to use a certain technique that would be a good question for a conference, but in the mean time do the best they can.
- Pass out the basic revision techniques form.


Apply the Process:

- Engage the students in discussion about areas of their draft that they feel needs to be revised. Ask them if it needs something more, needs something to be taken out, or if it just needs to be changed somehow, How are they going to change what they have?
- Once they decide an area to revise, discuss which revision technique or techniques they would like to try using.
- Begin revising.

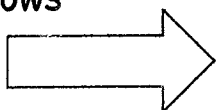
****On all lessons the teacher should modify her language based on the language level of the students, periodically stopping to correct speech and language of the students as well.**

Basic Revision Techniques

Carets

Insert  new word, phrase or line.

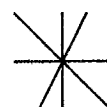
Arrows



Allow the writer to connect with empty spaces on the page---in the margins or on the back.

Asterisks

Good for inserting chunks.

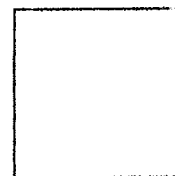


Spider Legs

Staple strips of paper to the draft at appropriate parts.

Post-its

Use post-its to add material.



Scotch Tape

Scotch tape additions to story.

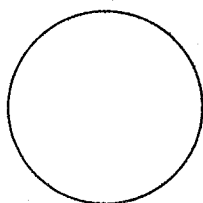
Cut and Tape

Insert new chunks or reorder.

Different Colors

Highlight certain sections as a way to organize the order of your story.

Circle



Circle what you'll keep or circle what you'll delete.

Cross out

Cross out what you want to delete.

Mini Lesson 5

Edit Your Draft

Objective: The students will be able to edit their drafts for spelling and punctuation errors using resources to self-correct.

Materials: overhead projector, transparency markers, transparency of revised draft, transparencies and paper copies of Five-Step Editing and My Trial Page, student dictionaries, student writing notebooks

Introduce the Lesson:

- The teacher will tell the students that every writer makes mistakes. It's hard to keep the flow of the story going if you are constantly worrying about your mistakes. That is why the writer will not worry about mistakes in the beginning, but go back and edit his work for mistakes later.
- When you are ready to edit your paper there are five basic errors to look for. Show the "Five-Step Editing" transparency and name each. You should check for all five of these errors and make corrections using the editing marks.
- Spelling is sometimes the most difficult and will take an extra step to correct. Show the "My Trial Page". This is where you will write any words you have misspelled to try to produce the correct it. You will need a dictionary for this step.

Discuss the Process:

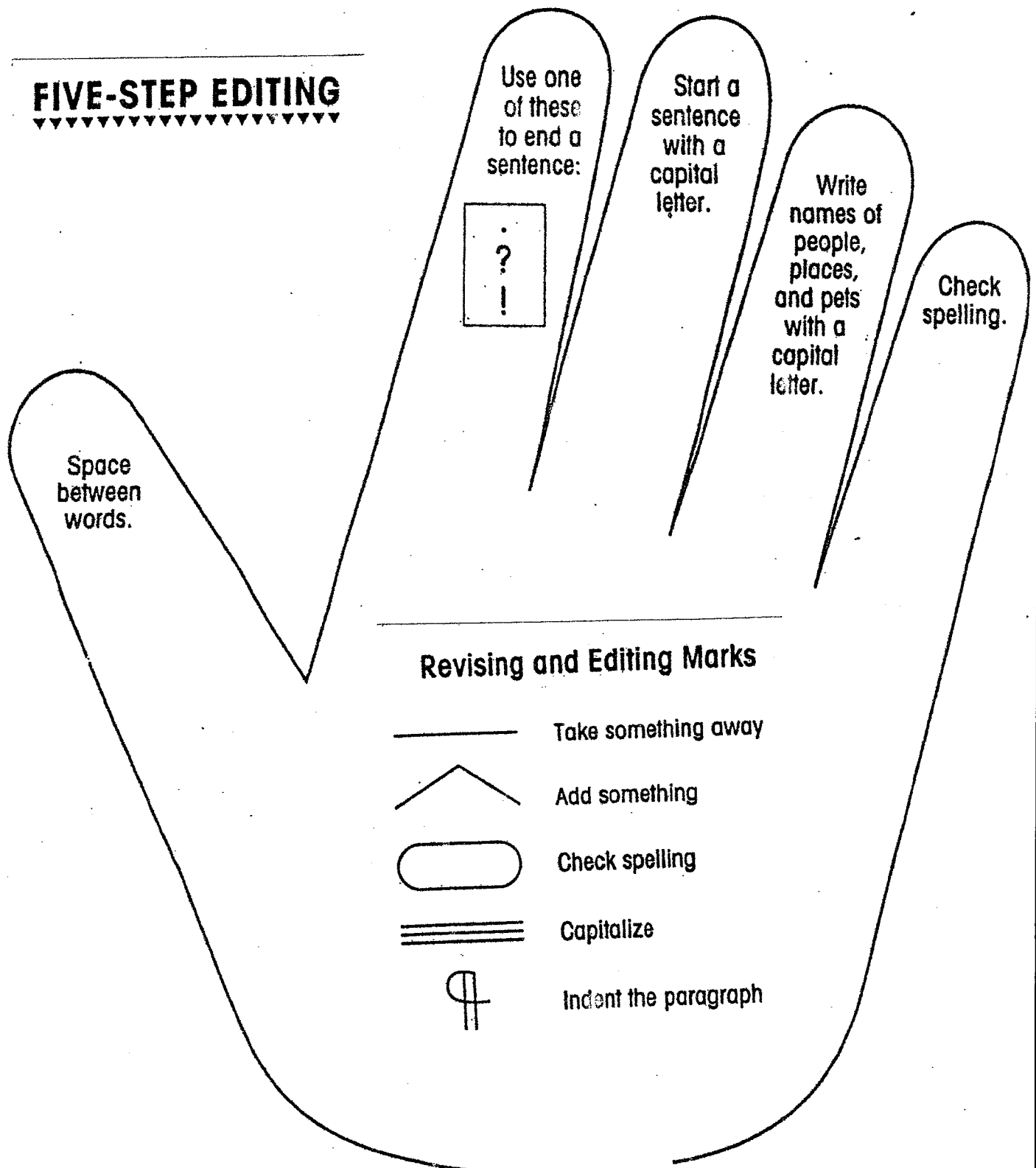
- The teacher will model a think aloud process of editing her revised draft using the Five-Step Editing form.
- Once the draft is edited the teacher will model a think aloud process of how to use the "My Trial Page" for correcting her spelling mistakes. Display the transparency, write the misspelled word in the first column, try to correct the spelling yourself in the second column, finally model how to use a dictionary to find the correct spelling and place in the final column. This should be done with every word.

Apply the Process:




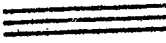

- Engage the students in a discussion about editing errors they are finding in their drafts. Have them give you examples to share with the class as to what the error is and how they are correcting it.
- Have the students identify all of their misspelled words and then show you how they are using their trial page and dictionary to correct it with at least one of the words.

****On all lessons the teacher should modify her language based on the language level of the students, periodically stopping to correct speech and language of the students as well.**

FIVE-STEP EDITING



Revising and Editing Marks

-  Take something away
-  Add something
-  Check spelling
-  Capitalize
-  Indent the paragraph

Mini Lesson 6**Publishing Your Finished Work**

Objective: The students will be able to complete a writing checklist to make sure they have completed everything in the writing process and rewrite a final draft to be published and shared with the class.

Materials: overhead projector, transparency markers, transparency of revised and edited draft, transparency and paper copies of a writing checklist, student writing notebooks

Introduce the Lesson:

- The teacher will introduce the idea of publishing a piece of writing by telling the students that when a writer has completed all the steps in the writing process he/she writes the final draft, with all of the corrections made, to be published.
- Before we will be able to start out final draft we need to check to make sure we have made all of our corrections by using a writing checklist. A writing checklist is just another tool to help us become good writers.
- Introduce the writing checklist form as a resource to do a final check on a piece of writing.

Discuss the Process:

- The teacher will model a think aloud process of checking her writing using the writing checklist, while stopping to make any corrections that were forgotten when revising and editing.
- Use the transparency of the writing checklist to check of the items as you complete them.
- Once finished with the checklist begin writing your final draft on a clean piece of paper.
- This will be published for sharing at a later time.
- Show where you will store your work in the writing notebook.

Apply the Process:

- Engage the students in a discussion about their piece of writing. If they are ready to being the checklist have them demonstrate how they are checking their draft using the checklist.
- Tell them to put a check in the blank as they complete checking each item.
- Once they finish the checklist they are ready to begin writing their final draft. It might be a good idea to schedule a conference with the teacher before beginning the final draft though.

****On all lessons the teacher should modify her language based on the language level of the students, periodically stopping to correct speech and language of the students as well.**



1. Read your story out loud to make sure it makes sense. _____
2. Add to your story or X out what you don't want. _____
3. Circle words that do not look right. _____
4. Use trial page to check spelling. _____
5. Look up the circled words. _____
6. Read your story out loud. Listen for where your voice stops. Add punctuation. _____
7. Check for capitalization at the beginning of your sentences. _____

Adapted from Scaffolding Young Writers: A Writer's Workshop Approach by Linda J. Dorn and Carla Soffos, 2001

APPENDIX B

First-Grade Writing Proficiency Benchmark/Narrative Writing

Standard I—Process and Habits

38 points

First Draft

- ✓ Records ideas with fluency (2 points)
- ✓ Rereads what has been written (2 points)

Revising

- ✓ Adds/deletes words (4 points)
 - Rearranges words, sentences, or phrases (2 points)
 - Substitutes richer vocabulary choices (2 points)
- ✓ Uses writing checklist (4 points)

Editing

- ✓ Notices some errors in spelling by circling words (4 points)
 - Corrects many misspelled words (2 points)
 - Corrects some punctuation and capitalization (2 points)
- ✓ Uses resources to check (e.g., dictionary, checklists) (4 points)
 - Uses a thesaurus (2 points)

Final Draft

- ✓ Incorporates revisions into final copy (4 points)
- ✓ Increases accuracy of the final draft (spelling, punctuation) (4 points)

Total

Standard I

- _____ Below the Standard (19 or less)
- _____ Approaching the Standard (20–27)
- _____ Meeting the Standard (28)
- _____ Exceeding the Standard (above 28)

Standard II—Audience and Purposes/Author's Craft

59 points

Introduces the Topic

- ✓ Opening sentence states focus of writing (10 points)
 - Grabs the attention of the reader (2 points)

Develops the Topic

- ✓ Uses logical order (beginning, middle, end) (6 points)
- ✓ Sustains the idea throughout the piece (6 points)
 - Uses dialogue (3 points)
 - Uses individual voice (3 points)
 - Uses reaction phrases (3 points)
- ✓ Uses transitional and time cue words to support flow (5 points)
- ✓ Uses some strong vocabulary and word choice [more than 1 word] (e.g., *shouted* for *said*, *huge* for *big*) (5 points)
 - Uses several interesting words to express ideas (2 points)
 - Begins to use descriptive and figurative language (2 points)

Concludes the Topic

- ✓ Provides sense of closure (e.g., "It was fun." "This ends my story." "The end.") (10 points)
 - Ties story together with creative or imaginative ending (2 points)

Total

Standard II

- _____ Below the Standard (35 or less)
- _____ Approaching the Standard (36–41)
- _____ Meeting the Standard (42)
- _____ Exceeding the Standard (above 42)

Standard III—Language Use and Conventions**37 points****Style and Syntax**

- ✓ Uses a variety of sentence structures and lengths (3 points)
 - Shows evidence of book language or structures from other texts (2 points)

Spelling

- ✓ Writes most high-frequency words correctly (5 points)
 - Writes all high-frequency words correctly (2 points)
- ✓ Uses phonetic spelling (5 points)
 - Uses transitional and/or conventional spelling (2 points)

Punctuation and Conventions

- ✓ Writes complete sentences majority of the time (3 points)
 - Writes complete sentences all of the time (3 points)
 - Uses subject/verb agreement most of the time (2 points)
- ✓ Demonstrates some accurate use of beginning capitalization (4 points)
 - Demonstrates mostly accurate use of beginning capitalization (2 points)
- ✓ Demonstrates some accurate use of closing punctuation (periods and question marks) (2 points)
 - Demonstrates mostly accurate use of closing punctuation (periods and question marks) (2 points)

Total**Standard III**

- _____ Below the Standard (16 or less)
- _____ Approaching the Standard (17–22)
- _____ Meeting the Standard (22)
- _____ Exceeding the Standard (above 22)

Second-Grade Writing Proficiency Benchmark/Narrative Writing

Standard I—Process and Habits

48 points

First Draft

- ✓ Uses prewriting strategies to plan and organize ideas (2 points)

Revising

- ✓ Adds/deletes words or ideas (6 points)
 - Rearranges words, sentences, or phrases (4 points)
- ✓ Substitutes richer vocabulary (3 points)
- ✓ Uses writing checklist (3 points)

Editing

- ✓ Notices many errors in spelling by circling words (3 points)
- ✓ Attempts to correct most misspelled words (3 points)
 - Attempts to correct all misspelled words (2 points)
- ✓ Corrects most punctuation and capitalization (6 points)
 - Corrects all punctuation and capitalization (2 points)
- ✓ Uses resources to check (e.g., dictionary, checklists) (4 points)
 - Uses a thesaurus (2 points)

Final Draft

- ✓ Incorporates revisions into final copy (4 points)
- ✓ Increases accuracy of the final draft (spelling, punctuation) (4 points)

Total

Standard I

- _____ Below the Standard (29 or less)
- _____ Approaching the Standard (30–35)
- _____ Meeting the Standard (36)
- _____ Exceeding the Standard (above 36)

Standard II—Audience and Purposes/Author's Craft

54 points

Introduces the Topic

- ✓ Opening sentence(s) states focus of writing (6 points)
 - Creates a good lead that grabs the reader's attention (4 points)

Develops the Topic

- ✓ Uses logical order (beginning, middle, end) (6 points)
- ✓ Sustains the idea throughout the piece (6 points)
- ✓ Uses individual voice (4 points)
 - Uses dialogue effectively (2 points)
- ✓ Uses transitional words for time flow (3 points)
 - Uses transitional phrases for time flow (2 points)
- ✓ Uses strong nouns and muscular verbs (4 points)
- ✓ Uses descriptive words to create mind pictures (4 points)
 - Uses figurative language, similes, or metaphors (2 points)
- ✓ Writes to the prompt (3 points)

Concludes the Topic

- ✓ Provides sense of closure (e.g., "It was fun." "This ends my story." "The end.") (6 points)
 - Ties story together with appropriate and interesting sentence or section (2 points)

Total

Standard II

- _____ Below the Standard (32 or less)
- _____ Approaching the Standard (32–41)
- _____ Meeting the Standard (42)
- _____ Exceeding the Standard (above 42)

Standard III—Language Use and Conventions**39 points****Style and Syntax**

- ✓ Uses a variety of sentence structures and lengths (4 points)
- ✓ Shows evidence of book language, specialized vocabulary, or structures from other texts (4 points)
- ✓ Writes correct sentences the majority of the time (2 points)
 - Writes correct sentences all the time (free of run-ons/ fragments) (2 points)

Spelling

- ✓ Accurate spelling of most high-frequency words (2 points)
 - Accurate spelling of all high-frequency words (2 points)
- ✓ Uses transitional and/or conventional spelling (4 points)

Punctuation and Conventions

- ✓ Uses pronouns correctly (3 points)
- ✓ Uses subject/verb agreement (2 points)
- ✓ Uses end punctuation correctly most of the time (3 points)
 - Uses end punctuation correctly all the time (2 points)
 - Uses additional forms of punctuation correctly (3 points)
 - Indents paragraphs (2 points)
- ✓ Uses correct capitalization including beginning of sentences and proper nouns most of the time (2 points)
 - Uses correct capitalization including beginning of sentences and proper nouns all the time (2 points)

Total**Standard III**

- _____ Below the Standard (19 or less)
- _____ Approaching the Standard (20–25)
- _____ Meeting the Standard (26)
- _____ Exceeding the Standard (above 26)

Third-Grade Writing Proficiency Benchmark/Narrative Writing

Standard I—Process and Habits

54 points

First Draft

- ✓ Uses prewriting strategies to plan and organize ideas (2 points)

Revising

- ✓ Adds/deletes words or ideas (6 points)
- ✓ Rearranges words, sentences, or phrases (4 points)
- ✓ Substitutes richer vocabulary (4 points)
- ✓ Uses writing checklist (2 points)

Editing

- ✓ Notices most errors in spelling by circling words (4 points)
- ✓ Attempts to correct most misspelled words (4 points)
 - Attempts to correct all misspelled words (2 points)
- ✓ Corrects all punctuation and capitalization (6 points)
- ✓ Uses resources to check (e.g., dictionary, checklists) (6 points)
 - Uses a thesaurus (2 points)

Final Draft

- ✓ Incorporates revisions into final copy (6 points)
- ✓ Increases accuracy of the final draft (spelling, punctuation) (6 points)

Total

Standard I

- Below the Standard (31 or less)
- Approaching the Standard (32–49)
- Meeting the Standard (50)
- Exceeding the Standard (above 50)

Standard II—Audience and Purposes/Author's Craft

56 points

Introduces the Topic

- ✓ Creates a good lead that grabs the reader's attention (8 points)

Develops the Topic

- ✓ Uses logical order (beginning, middle, end) (6 points)
- ✓ Sustains the idea throughout the piece (6 points)
- ✓ Uses individual voice (4 points)
- ✓ Uses dialogue effectively (4 points)
- ✓ Uses transitional words/phrases for time flow (5 points)
- ✓ Uses strong nouns and muscular verbs (4 points)
- ✓ Uses descriptive words to create mind pictures (4 points)
- ✓ Uses figurative language, similes, or metaphors (4 points)
- ✓ Writes to the prompt (3 points)

Concludes the Topic

- ✓ Ties story together with appropriate and interesting sentence or section (8 points)

Total

Standard II

- Below the Standard (32 or less)
- Approaching the Standard (32–47)
- Meeting the Standard (48)
- Exceeding the Standard (above 48)

Standard III—Language Use and Conventions**39 points****Style and Syntax**

- ✓ Uses a variety of sentence structures and lengths (4 points)
- ✓ Shows evidence of book language, specialized vocabulary, or structures from other texts (4 points)
- ✓ Writes correct sentences all the time (free of run-ons/ fragments (4 points)

Spelling

- ✓ Accurate spelling of all high-frequency words (4 points)
- ✓ Uses transitional and/or conventional spelling (4 points)

Punctuation and Conventions

- ✓ Uses pronouns correctly (3 points)
- ✓ Uses subject/verb agreement (3 points)
- ✓ Uses end punctuation correctly all the time (4 points)
 - Uses additional forms of punctuation correctly (3 points)
 - Indents paragraphs (2 points)
- ✓ Uses correct capitalization including beginning of sentences and proper nouns all the time (4 points)

Total**Standard III**

- _____ Below the Standard (19 or less)
- _____ Approaching the Standard (20–33)
- _____ Meeting the Standard (34)
- _____ Exceeding the Standard (above 34)

APPENDIX C



Appendix A

7 yrs

First-Grade Writing Proficiency Benchmark/Narrative Writing

Standard I—Process and Habits

38 points

First Draft

- ✓ Records ideas with fluency (2 points)
- ✓ Rereads what has been written (2 points)

Revising

- ✓ Adds/deletes words (4 points)
 - Rearranges words, sentences, or phrases (2 points)
 - Substitutes richer vocabulary choices (2 points)
- ✓ Uses writing checklist (4 points)

Editing

- ✓ Notices some errors in spelling by circling words (4 points)
 - Corrects many misspelled words (2 points)
 - Corrects some punctuation and capitalization (2 points)
- ✓ Uses resources to check (e.g., dictionary, checklists) (4 points)
- Uses a thesaurus (2 points)

Final Draft

- ✓ Incorporates revisions into final copy (4 points)
- ✓ Increases accuracy of the final draft (spelling, punctuation) (4 points)

Total

Standard I

- ☒ Below the Standard (19 or less)
- ☐ Approaching the Standard (20–27)
- ☐ Meeting the Standard (28)
- ☐ Exceeding the Standard (above 28)

Standard II—Audience and Purposes/Author's Craft

59 points

Introduces the Topic

- ✓ Opening sentence states focus of writing (10 points)
 - Grabs the attention of the reader (2 points)

Develops the Topic

- ✓ Uses logical order (beginning, middle, end) (6 points)
- ✓ Sustains the idea throughout the piece (6 points)
 - Uses dialogue (3 points)
 - Uses individual voice (3 points)
 - Uses reaction phrases (3 points)
- ✓ Uses transitional and time cue words to support flow (5 points)
- ✓ Uses some strong vocabulary and word choice [more than 1 word] (e.g., *shouted* for *said*, *huge* for *big*) (5 points)
 - Uses several interesting words to express ideas (2 points)
 - Begins to use descriptive and figurative language (2 points)

Concludes the Topic

- ✓ Provides sense of closure (e.g., "It was fun." "This ends my story." "The end.") (10 points)
 - Ties story together with creative or imaginative ending (2 points)

Total

Standard II

- ☒ Below the Standard (35 or less)
- ☐ Approaching the Standard (36–41)
- ☐ Meeting the Standard (42)
- ☐ Exceeding the Standard (above 42)

Appendix A

Standard III—Language Use and Conventions

37 points

Style and Syntax

- ✓ Uses a variety of sentence structures and lengths (3 points)
 - Shows evidence of book language or structures from other texts (2 points)

2
2

Spelling

- ✓ Writes most high-frequency words correctly (5 points)
 - Writes all high-frequency words correctly (2 points)
- ✓ Uses phonetic spelling (5 points)
 - Uses transitional and/or conventional spelling (2 points)

5
2
7

Punctuation and Conventions

- ✓ Writes complete sentences majority of the time (3 points)
 - Writes complete sentences all of the time (3 points)
 - Uses subject/verb agreement most of the time (2 points)
- ✓ Demonstrates some accurate use of beginning capitalization (4 points)
 - Demonstrates mostly accurate use of beginning capitalization (2 points)
- ✓ Demonstrates some accurate use of closing punctuation (periods and question marks) (2 points)
 - Demonstrates mostly accurate use of closing punctuation (periods and question marks) (2 points)

0
0
4
0
1
0
19

Total

Standard III

- Below the Standard (16 or less)
- X Approaching the Standard (17–22)
- Meeting the Standard (22)
- Exceeding the Standard (above 22)

Oct 13, 2003

(A)

There was a men on the island the
few men want to go fishing. They
didn't catch the fish. The man
catch the fish and it was bigger.
The fish turn in to water dragon.
The water dragon wing grew longer
and ate the men. The dragon flew
to another place to find some more
people to eat. The king of the
dragon told them to make some
more island.



Appendix A

10 yrs

First-Grade Writing Proficiency Benchmark/Narrative Writing

Standard I—Process and Habits

38 points

First Draft

- ✓ Records ideas with fluency (2 points)
- ✓ Rereads what has been written (2 points)

Revising

- ✓ Adds/deletes words (4 points)
 - Rearranges words, sentences, or phrases (2 points)
 - Substitutes richer vocabulary choices (2 points)
- ✓ Uses writing checklist (4 points)

Editing

- ✓ Notices some errors in spelling by circling words (4 points)
 - Corrects many misspelled words (2 points)
 - Corrects some punctuation and capitalization (2 points)
- ✓ Uses resources to check (e.g., dictionary, checklists) (4 points)
 - Uses a thesaurus (2 points)

Final Draft

- ✓ Incorporates revisions into final copy (4 points)
- ✓ Increases accuracy of the final draft (spelling, punctuation) (4 points)

Total

Standard I

- ☒ Below the Standard (19 or less)
- ☐ Approaching the Standard (20–27)
- ☐ Meeting the Standard (28)
- ☐ Exceeding the Standard (above 28)

Standard II—Audience and Purposes/Author's Craft

59 points

Introduces the Topic

- ✓ Opening sentence states focus of writing (10 points)
 - Grabs the attention of the reader (2 points)

Develops the Topic

- ✓ Uses logical order (beginning, middle, end) (6 points)
- ✓ Sustains the idea throughout the piece (6 points)
 - Uses dialogue (3 points)
 - Uses individual voice (3 points)
 - Uses reaction phrases (3 points)
- ✓ Uses transitional and time cue words to support flow (5 points)
- ✓ Uses some strong vocabulary and word choice [more than 1 word] (e.g., *shouted* for *said*, *huge* for *big*) (5 points)
 - Uses several interesting words to express ideas (2 points)
 - Begins to use descriptive and figurative language (2 points)

Concludes the Topic

- ✓ Provides sense of closure (e.g., "It was fun." "This ends my story." "The end.") (10 points)
 - Ties story together with creative or imaginative ending (2 points)

Total

Standard II

- ☒ Below the Standard (35 or less)
- ☐ Approaching the Standard (36–41)
- ☐ Meeting the Standard (42)
- ☐ Exceeding the Standard (above 42)



Appendix A

Standard III—Language Use and Conventions

37 points

Style and Syntax

- ✓ Uses a variety of sentence structures and lengths (3 points)
 - Shows evidence of book language or structures from other texts (2 points)

Spelling

- ✓ Writes most high-frequency words correctly (5 points)
 - Writes all high-frequency words correctly (2 points)
- ✓ Uses phonetic spelling (5 points)
 - Uses transitional and/or conventional spelling (2 points)

Punctuation and Conventions

- ✓ Writes complete sentences majority of the time (3 points)
 - Writes complete sentences all of the time (3 points)
 - Uses subject/verb agreement most of the time (2 points)
- ✓ Demonstrates some accurate use of beginning capitalization (4 points)
 - Demonstrates mostly accurate use of beginning capitalization (2 points)
- ✓ Demonstrates some accurate use of closing punctuation (periods and question marks) (2 points)
 - Demonstrates mostly accurate use of closing punctuation (periods and question marks) (2 points)

Total

1
0
2
0
3
1
3
1
0
4
2
2
2
21

Standard III

- Below the Standard (16 or less)
- ☒ Approaching the Standard (17–22)
- Meeting the Standard (22)
- Exceeding the Standard (above 22)

Brittney Brunetta 10-13-03



There is dirty water in the ocean.

There is shark in the water. They might eat the fishies in the water. They have many animals in the water. They have lots of big whales. people don't drink the water. There is plants in it. The dolphin has salt all over. That why the water is dirty water in the ocean.

Many dolphins can jump high in the water.



10 yrs

First-Grade Writing Proficiency Benchmark/Narrative Writing

Standard I—Process and Habits

38 points

First Draft

- ✓ Records ideas with fluency (2 points)
- ✓ Rereads what has been written (2 points)

Revising

- ✓ Adds/deletes words (4 points)
 - Rearranges words, sentences, or phrases (2 points)
 - Substitutes richer vocabulary choices (2 points)
- ✓ Uses writing checklist (4 points)

Editing

- ✓ Notices some errors in spelling by circling words (4 points)
 - Corrects many misspelled words (2 points)
 - Corrects some punctuation and capitalization (2 points)
- ✓ Uses resources to check (e.g., dictionary, checklists) (4 points)
 - Uses a thesaurus (2 points)

Final Draft

- ✓ Incorporates revisions into final copy (4 points)
- ✓ Increases accuracy of the final draft (spelling, punctuation) (4 points)

Total

Standard I

- Below the Standard (19 or less)
- Approaching the Standard (20–27)
- Meeting the Standard (28)
- Exceeding the Standard (above 28)

Standard II—Audience and Purposes/Author's Craft

59 points

Introduces the Topic

- ✓ Opening sentence states focus of writing (10 points)
 - Grabs the attention of the reader (2 points)

Develops the Topic

- ✓ Uses logical order (beginning, middle, end) (6 points)
- ✓ Sustains the idea throughout the piece (6 points)
 - Uses dialogue (3 points)
 - Uses individual voice (3 points)
 - Uses reaction phrases (3 points)
- ✓ Uses transitional and time cue words to support flow (5 points)
- ✓ Uses some strong vocabulary and word choice [more than 1 word] (e.g., *shouted* for *said*, *huge* for *big*) (5 points)
 - Uses several interesting words to express ideas (2 points)
 - Begins to use descriptive and figurative language (2 points)

Concludes the Topic

- ✓ Provides sense of closure (e.g., "It was fun." "This ends my story." "The end.") (10 points)
 - Ties story together with creative or imaginative ending (2 points)

Total

Standard II

- ☒ Below the Standard (35 or less)
- Approaching the Standard (36–41)
- Meeting the Standard (42)
- Exceeding the Standard (above 42)



Appendix A

Standard III—Language Use and Conventions

37 points

Standard III

- Below the Standard (16 or less)
☒ Approaching the Standard (17–22)
— Meeting the Standard (22)
— Exceeding the Standard (above 22)

Style and Syntax

- ✓ Uses a variety of sentence structures and lengths (3 points)
 - Shows evidence of book language or structures from other texts (2 points)

1
0

Spelling

- ✓ Writes most high-frequency words correctly (5 points)
 - Writes all high-frequency words correctly (2 points)
- ✓ Uses phonetic spelling (5 points)
 - Uses transitional and/or conventional spelling (2 points)

5
2
3
2

Punctuation and Conventions

- ✓ Writes complete sentences majority of the time (3 points)
 - Writes complete sentences all of the time (3 points)
 - Uses subject/verb agreement most of the time (2 points)
- ✓ Demonstrates some accurate use of beginning capitalization (4 points)
 - Demonstrates mostly accurate use of beginning capitalization (2 points)
- ✓ Demonstrates some accurate use of closing punctuation (periods and question marks) (2 points)
 - Demonstrates mostly accurate use of closing punctuation (periods and question marks) (2 points)

2
1
0
2
0
1
1
20

Total

I Love to swim in the
Ocean. The crabs are
mean. The dolphins likes
fish. I Love dolphins.
I don't like the salt. I want
dolphins in my house. The dolphins
like people. I Love dolphins
to jump.



Appendix A

First-Grade Writing Proficiency Benchmark/Narrative Writing

Standard I—Process and Habits

38 points

First Draft

- ✓ Records ideas with fluency (2 points)
- ✓ Rereads what has been written (2 points)

Revising

- ✓ Adds/deletes words (4 points)
 - Rearranges words, sentences, or phrases (2 points)
 - Substitutes richer vocabulary choices (2 points)
- ✓ Uses writing checklist (4 points)

Editing

- ✓ Notices some errors in spelling by circling words (4 points)
 - Corrects many misspelled words (2 points)
 - Corrects some punctuation and capitalization (2 points)
- ✓ Uses resources to check (e.g., dictionary, checklists) (4 points)
 - Uses a thesaurus (2 points)

Final Draft

- ✓ Incorporates revisions into final copy (4 points)
- ✓ Increases accuracy of the final draft (spelling, punctuation) (4 points)

Total

Standard I	
<input checked="" type="checkbox"/>	Below the Standard (19 or less)
<input type="checkbox"/>	Approaching the Standard (20–27)
<input type="checkbox"/>	Meeting the Standard (28)
<input type="checkbox"/>	Exceeding the Standard (above 28)

Standard II—Audience and Purposes/Author's Craft

59 points

Introduces the Topic

- ✓ Opening sentence states focus of writing (10 points)
 - Grabs the attention of the reader (2 points)

Develops the Topic

- ✓ Uses logical order (beginning, middle, end) (6 points)
- ✓ Sustains the idea throughout the piece (6 points)
 - Uses dialogue (3 points)
 - Uses individual voice (3 points)
 - Uses reaction phrases (3 points)
- ✓ Uses transitional and time cue words to support flow (5 points)
- ✓ Uses some strong vocabulary and word choice [more than 1 word] (e.g., *shouted* for *said*, *huge* for *big*) (5 points)
 - Uses several interesting words to express ideas (2 points)
 - Begins to use descriptive and figurative language (2 points)

Concludes the Topic

- ✓ Provides sense of closure (e.g., "It was fun." "This ends my story." "The end.") (10 points)
 - Ties story together with creative or imaginative ending (2 points)

Total

Standard II	
<input checked="" type="checkbox"/>	Below the Standard (35 or less)
<input type="checkbox"/>	Approaching the Standard (36–41)
<input type="checkbox"/>	Meeting the Standard (42)
<input type="checkbox"/>	Exceeding the Standard (above 42)



Appendix A

Standard III—Language Use and Conventions

37 points

Style and Syntax

- ✓ Uses a variety of sentence structures and lengths (3 points)
 - Shows evidence of book language or structures from other texts (2 points)

Spelling

- ✓ Writes most high-frequency words correctly (5 points)
 - Writes all high-frequency words correctly (2 points)
- ✓ Uses phonetic spelling (5 points)
 - Uses transitional and/or conventional spelling (2 points)

Punctuation and Conventions

- ✓ Writes complete sentences majority of the time (3 points)
 - Writes complete sentences all of the time (3 points)
 - Uses subject/verb agreement most of the time (2 points)
- ✓ Demonstrates some accurate use of beginning capitalization (4 points)
 - Demonstrates mostly accurate use of beginning capitalization (2 points)
- ✓ Demonstrates some accurate use of closing punctuation (periods and question marks) (2 points)
 - Demonstrates mostly accurate use of closing punctuation (periods and question marks) (2 points)

Total

Standard III
<input checked="" type="checkbox"/> Below the Standard (16 or less)
<input type="checkbox"/> Approaching the Standard (17–22)
<input type="checkbox"/> Meeting the Standard (22)
<input type="checkbox"/> Exceeding the Standard (above 22)

a e i o u

9/29/03

Last weekend I watched
the movie. and I go
Outside I Kicked the ball.
We went out to eat at
red Lobster.



Appendix A

7 yrs

First-Grade Writing Proficiency Benchmark/Narrative Writing

Standard I—Process and Habits

38 points

First Draft

- ✓ Records ideas with fluency (2 points)
- ✓ Rereads what has been written (2 points)

Revising

- ✓ Adds/deletes words (4 points)
 - Rearranges words, sentences, or phrases (2 points)
 - Substitutes richer vocabulary choices (2 points)
- ✓ Uses writing checklist (4 points)

Editing

- ✓ Notices some errors in spelling by circling words (4 points)
 - Corrects many misspelled words (2 points)
 - Corrects some punctuation and capitalization (2 points)
- ✓ Uses resources to check (e.g., dictionary, checklists) (4 points)
 - Uses a thesaurus (2 points)

Final Draft

- ✓ Incorporates revisions into final copy (4 points)
- ✓ Increases accuracy of the final draft (spelling, punctuation) (4 points)

Total

X	Standard I
	Below the Standard (19 or less)
	Approaching the Standard (20–27)
	Meeting the Standard (28)
	Exceeding the Standard (above 28)

Standard II—Audience and Purposes/Author's Craft

59 points

Introduces the Topic

- ✓ Opening sentence states focus of writing (10 points)
 - Grabs the attention of the reader (2 points)

Develops the Topic

- ✓ Uses logical order (beginning, middle, end) (6 points)
- ✓ Sustains the idea throughout the piece (6 points)
 - Uses dialogue (3 points)
 - Uses individual voice (3 points)
 - Uses reaction phrases (3 points)
- ✓ Uses transitional and time cue words to support flow (5 points)
- ✓ Uses some strong vocabulary and word choice [more than 1 word] (e.g., *shouted* for *said*, *huge* for *big*) (5 points)
 - Uses several interesting words to express ideas (2 points)
 - Begins to use descriptive and figurative language (2 points)

Concludes the Topic

- ✓ Provides sense of closure (e.g., "It was fun." "This ends my story." "The end.") (10 points)
 - Ties story together with creative or imaginative ending (2 points)

Total

X	Standard II
	Below the Standard (35 or less)
	Approaching the Standard (36–41)
	Meeting the Standard (42)
	Exceeding the Standard (above 42)

10
10
14



Appendix A

Standard III—Language Use and Conventions

37 points

Style and Syntax

- ✓ Uses a variety of sentence structures and lengths (3 points)
 - Shows evidence of book language or structures from other texts (2 points)

Spelling

- ✓ Writes most high-frequency words correctly (5 points)
 - Writes all high-frequency words correctly (2 points)
- ✓ Uses phonetic spelling (5 points)
 - Uses transitional and/or conventional spelling (2 points)

Punctuation and Conventions

- ✓ Writes complete sentences majority of the time (3 points)
 - Writes complete sentences all of the time (3 points)
 - Uses subject/verb agreement most of the time (2 points)
- ✓ Demonstrates some accurate use of beginning capitalization (4 points)
 - Demonstrates mostly accurate use of beginning capitalization (2 points)
- ✓ Demonstrates some accurate use of closing punctuation (periods and question marks) (2 points)
 - Demonstrates mostly accurate use of closing punctuation (periods and question marks) (2 points)

Total

Standard III	
<input checked="" type="checkbox"/>	Below the Standard (16 or less)
<input type="checkbox"/>	Approaching the Standard (17–22)
<input type="checkbox"/>	Meeting the Standard (22)
<input type="checkbox"/>	Exceeding the Standard (above 22)



10 yrs

First-Grade Writing Proficiency Benchmark/Narrative Writing

Standard I—Process and Habits

38 points

First Draft

- ✓ Records ideas with fluency (2 points)
- ✓ Rereads what has been written (2 points)

Revising

- ✓ Adds/deletes words (4 points)
 - Rearranges words, sentences, or phrases (2 points)
 - Substitutes richer vocabulary choices (2 points)
- ✓ Uses writing checklist (4 points)

Editing

- ✓ Notices some errors in spelling by circling words (4 points)
 - Corrects many misspelled words (2 points)
 - Corrects some punctuation and capitalization (2 points)
- ✓ Uses resources to check (e.g., dictionary, checklists) (4 points)
 - Uses a thesaurus (2 points)

Final Draft

- ✓ Incorporates revisions into final copy (4 points)
- ✓ Increases accuracy of the final draft (spelling, punctuation) (4 points)

Total

Standard I	
<input checked="" type="checkbox"/>	Below the Standard (19 or less)
<input type="checkbox"/>	Approaching the Standard (20–27)
<input type="checkbox"/>	Meeting the Standard (28)
<input type="checkbox"/>	Exceeding the Standard (above 28)

Standard II—Audience and Purposes/Author's Craft

59 points

Introduces the Topic

- ✓ Opening sentence states focus of writing (10 points)
 - Grabs the attention of the reader (2 points)

Develops the Topic

- ✓ Uses logical order (beginning, middle, end) (6 points)
- ✓ Sustains the idea throughout the piece (6 points)
 - Uses dialogue (3 points)
 - Uses individual voice (3 points)
 - Uses reaction phrases (3 points)
- ✓ Uses transitional and time cue words to support flow (5 points)
- ✓ Uses some strong vocabulary and word choice [more than 1 word] (e.g., *shouted* for *said*, *huge* for *big*) (5 points)
 - Uses several interesting words to express ideas (2 points)
 - Begins to use descriptive and figurative language (2 points)

Concludes the Topic

- ✓ Provides sense of closure (e.g., "It was fun." "This ends my story." "The end.") (10 points)
 - Ties story together with creative or imaginative ending (2 points)

Total

Standard II	
<input checked="" type="checkbox"/>	Below the Standard (35 or less)
<input type="checkbox"/>	Approaching the Standard (36–41)
<input type="checkbox"/>	Meeting the Standard (42)
<input type="checkbox"/>	Exceeding the Standard (above 42)

Appendix A

Standard III—Language Use and Conventions

37 points

Style and Syntax

- ✓ Uses a variety of sentence structures and lengths (3 points)
 - Shows evidence of book language or structures from other texts (2 points)

0
0

Spelling

- ✓ Writes most high-frequency words correctly (5 points)
 - Writes all high-frequency words correctly (2 points)
- ✓ Uses phonetic spelling (5 points)
 - Uses transitional and/or conventional spelling (2 points)

5
2
3
0

Punctuation and Conventions

- ✓ Writes complete sentences majority of the time (3 points)
 - Writes complete sentences all of the time (3 points)
 - Uses subject/verb agreement most of the time (2 points)
- ✓ Demonstrates some accurate use of beginning capitalization (4 points)
 - Demonstrates mostly accurate use of beginning capitalization (2 points)
- ✓ Demonstrates some accurate use of closing punctuation (periods and question marks) (2 points)
 - Demonstrates mostly accurate use of closing punctuation (periods and question marks) (2 points)

2
1
2
2
1
1
0
19

Total

Standard III

- Below the Standard (16 or less)
- ☒ Approaching the Standard (17–22)
- Meeting the Standard (22)
- Exceeding the Standard (above 22)

(F)

~~10-13-03~~

10-13-03

The Shark can eat people.

The dolphin can jump high.

The fish is big some fish can
eat some small fish.

APPENDIX D



Appendix A

7 yrs

First-Grade Writing Proficiency Benchmark/Narrative Writing

Standard I—Process and Habits

38 points

First Draft

- ✓ Records ideas with fluency (2 points)
- ✓ Rereads what has been written (2 points)

Revising

- ✓ Adds/deletes words (4 points)
 - Rearranges words, sentences, or phrases (2 points)
 - Substitutes richer vocabulary choices (2 points)
- ✓ Uses writing checklist (4 points)

Editing

- ✓ Notices some errors in spelling by circling words (4 points)
 - Corrects many misspelled words (2 points)
 - Corrects some punctuation and capitalization (2 points)
- ✓ Uses resources to check (e.g., dictionary, checklists) (4 points)
 - Uses a thesaurus (2 points)

Final Draft

- ✓ Incorporates revisions into final copy (4 points)
- ✓ Increases accuracy of the final draft (spelling, punctuation) (4 points)

Total

2
1
1
0
0
4
2
0
1
0
2
3
17

Standard I

- ☒ Below the Standard (19 or less)
- ☐ Approaching the Standard (20–27)
- ☐ Meeting the Standard (28)
- ☐ Exceeding the Standard (above 28)

Standard II—Audience and Purposes/Author's Craft

59 points

Introduces the Topic

- ✓ Opening sentence states focus of writing (10 points)
 - Grabs the attention of the reader (2 points)

Develops the Topic

- ✓ Uses logical order (beginning, middle, end) (6 points)
- ✓ Sustains the idea throughout the piece (6 points)
 - Uses dialogue (3 points)
 - Uses individual voice (3 points)
 - Uses reaction phrases (3 points)
- ✓ Uses transitional and time cue words to support flow (5 points)
- ✓ Uses some strong vocabulary and word choice [more than 1 word] (e.g., *shouted* for *said*, *huge* for *big*) (5 points)
 - Uses several interesting words to express ideas (2 points)
 - Begins to use descriptive and figurative language (2 points)

Concludes the Topic

- ✓ Provides sense of closure (e.g., "It was fun." "This ends my story." "The end.") (10 points)
 - Ties story together with creative or imaginative ending (2 points)

Total

2
0
0
6
0
3
0
0
0
0
0
1
0
0
12

Standard II

- ☒ Below the Standard (35 or less)
- ☐ Approaching the Standard (36–41)
- ☐ Meeting the Standard (42)
- ☐ Exceeding the Standard (above 42)



Appendix A

Standard III—Language Use and Conventions

37 points

Style and Syntax

- ✓ Uses a variety of sentence structures and lengths (3 points)
 - Shows evidence of book language or structures from other texts (2 points)

20

Spelling

- ✓ Writes most high-frequency words correctly (5 points)
 - Writes all high-frequency words correctly (2 points)
- ✓ Uses phonetic spelling (5 points)
 - Uses transitional and/or conventional spelling (2 points)

5131

Punctuation and Conventions

- ✓ Writes complete sentences majority of the time (3 points)
 - Writes complete sentences all of the time (3 points)
 - Uses subject/verb agreement most of the time (2 points)
- ✓ Demonstrates some accurate use of beginning capitalization (4 points)
 - Demonstrates mostly accurate use of beginning capitalization (2 points)
- ✓ Demonstrates some accurate use of closing punctuation (periods and question marks) (2 points)
 - Demonstrates mostly accurate use of closing punctuation (periods and question marks) (2 points)

211421111

Total

24

Standard III

- Below the Standard (16 or less)
- Approaching the Standard (17–22)
- Meeting the Standard (22)
- X Exceeding the Standard (above 22)



Appendix A

Second-Grade Writing Proficiency Benchmark/Narrative Writing

Standard I—Process and Habits

48 points

First Draft

- ✓ Uses prewriting strategies to plan and organize ideas (2 points)

Revising

- ✓ Adds/deletes words or ideas (6 points)
 - Rearranges words, sentences, or phrases (4 points)
- ✓ Substitutes richer vocabulary (3 points)
- ✓ Uses writing checklist (3 points)

Editing

- ✓ Notices many errors in spelling by circling words (3 points)
- ✓ Attempts to correct most misspelled words (3 points)
 - Attempts to correct all misspelled words (2 points)
- ✓ Corrects most punctuation and capitalization (6 points)
 - Corrects all punctuation and capitalization (2 points)
- ✓ Uses resources to check (e.g., dictionary, checklists) (4 points)
 - Uses a thesaurus (2 points)

Final Draft

- ✓ Incorporates revisions into final copy (4 points)
- ✓ Increases accuracy of the final draft (spelling, punctuation) (4 points)

Total

Standard I

- _____ Below the Standard (29 or less)
- _____ Approaching the Standard (30–35)
- _____ Meeting the Standard (36)
- _____ Exceeding the Standard (above 36)

Standard II—Audience and Purposes/Author's Craft

54 points

Introduces the Topic

- ✓ Opening sentence(s) states focus of writing (6 points)
 - Creates a good lead that grabs the reader's attention (4 points)

Develops the Topic

- ✓ Uses logical order (beginning, middle, end) (6 points)
- ✓ Sustains the idea throughout the piece (6 points)
- ✓ Uses individual voice (4 points)
 - Uses dialogue effectively (2 points)
- ✓ Uses transitional words for time flow (3 points)
 - Uses transitional phrases for time flow (2 points)
- ✓ Uses strong nouns and muscular verbs (4 points)
- ✓ Uses descriptive words to create mind pictures (4 points)
 - Uses figurative language, similes, or metaphors (2 points)
- ✓ Writes to the prompt (3 points)

Concludes the Topic

- ✓ Provides sense of closure (e.g., "It was fun." "This ends my story." "The end.") (6 points)
 - Ties story together with appropriate and interesting sentence or section (2 points)

Total

Standard II

- _____ Below the Standard (32 or less)
- _____ Approaching the Standard (32–41)
- _____ Meeting the Standard (42)
- _____ Exceeding the Standard (above 42)



Appendix A

Standard III—Language Use and Conventions

Style and Syntax

- ✓ Uses a variety of sentence structures and lengths (4 points)
- ✓ Shows evidence of book language, specialized vocabulary, or structures from other texts (4 points)
- ✓ Writes correct sentences the majority of the time (2 points)
 - Writes correct sentences all the time (free of run-ons/fragments) (2 points)

Spelling

- ✓ Accurate spelling of most high-frequency words (2 points)
 - Accurate spelling of all high-frequency words (2 points)
- ✓ Uses transitional and/or conventional spelling (4 points)

Punctuation and Conventions

- ✓ Uses pronouns correctly (3 points)
- ✓ Uses subject/verb agreement (2 points)
- ✓ Uses end punctuation correctly most of the time (3 points)
 - Uses end punctuation correctly all the time (2 points)
 - Uses additional forms of punctuation correctly (3 points)
 - Indents paragraphs (2 points)
- ✓ Uses correct capitalization including beginning of sentences and proper nouns most of the time (2 points)
 - Uses correct capitalization including beginning of sentences and proper nouns all the time (2 points)

39 points

3010212312100211

Total

19

Standard III

- ☒ Below the Standard (19 or less)
- ☐ Approaching the Standard (20–25)
- ☐ Meeting the Standard (26)
- ☐ Exceeding the Standard (above 26)



Appendix D

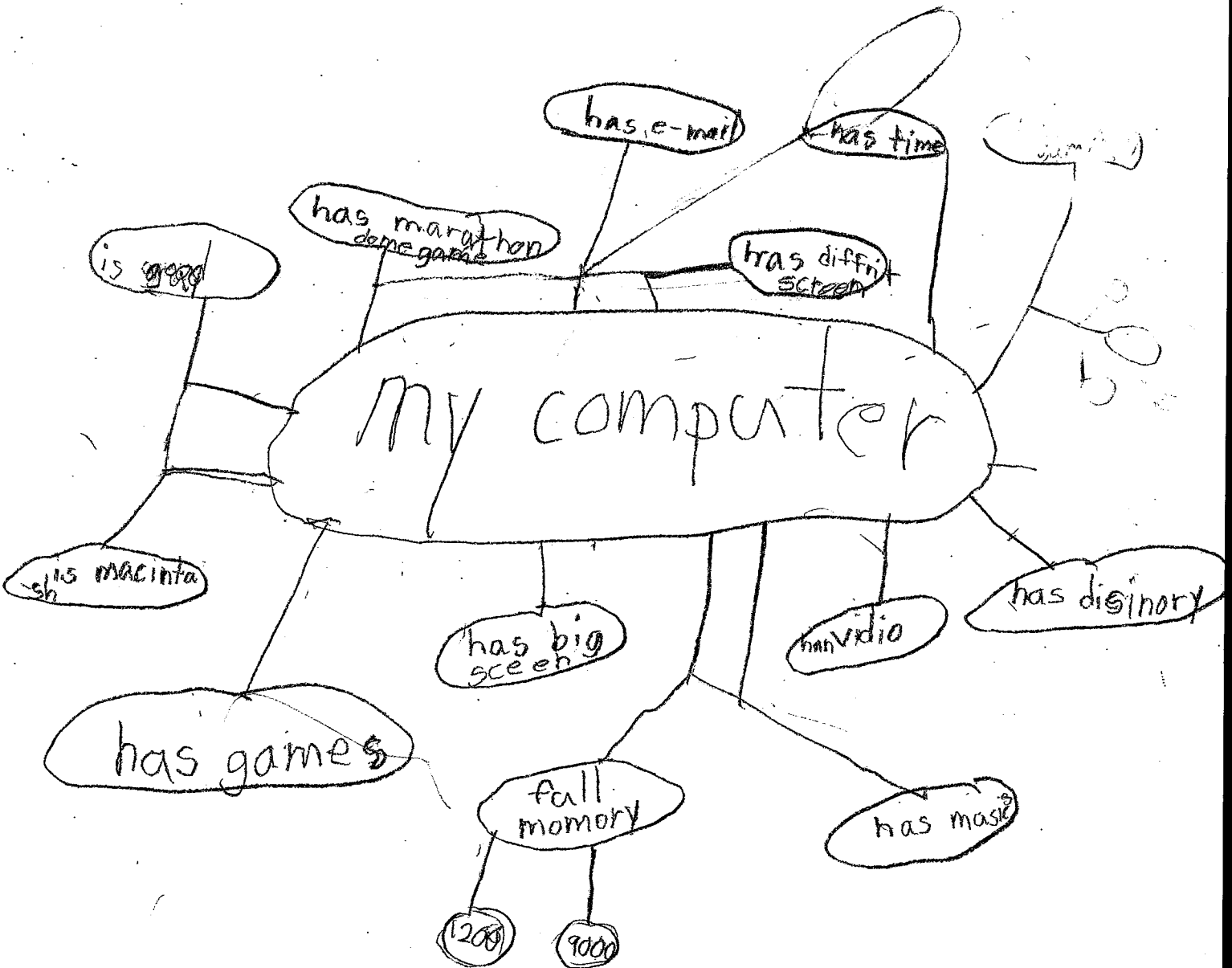
Topic List

- | | |
|----------------------|--------------------|
| ✓ Rip Van Winkle | ✓ My Dad |
| my apartment | ✓ The white rabbit |
| ✓ Headless horse man | ✓ my toys |
| My tooth | * my computer |
| ✓ leopards golds | ✓ The Treasure |
| My best brother | |
| ✓ The football teams | |
| ✓ The spaceship | |
| My mom | |
| The sweet candy | |
| The hotel | |

A



My Ideas



My computer

* Shows the

* played

My computer has games. It is good. It has full memory. My computer is macintosh. It ~~has~~ ^{is} time sometimes. I use ^{my} computer. * It has ^{all} ~~full~~ screens. It has ~~music~~ in it. * I ~~has~~ ^{is} different screen. My favorite game is Marathon demo. It has ~~video~~. It has dictionary. It has e-mail. It has maps in it. I ~~has~~ many C.D.'s. It has paint and pitcher. I can write on it. I can copy my C.D. My friends came at my house to play my computer. My dad wanted to put C.D. in my computer. I played my computer all the time. I use movie in it. I played my brother computer one time. My dad fixed my computer for me. My dad use my computer at night. It has maps on it. I do not want to break my computer. My computer is ok good.

* The screen changes colors.

* It plays videos.

My Computer also has a dictionary, e-mail and maps.

(A)

What my computer has

P1 games, ~~It has~~ full memory, big screen, maps, e-mail, dictionary, paint, ~~picture~~, music, games, and movie.

What my computer does

P2 It played music, videos, ~~show~~ the time, and changes colors, ~~shows~~ the time, type with my computer, copies (all).

What I like about my computer

good, My computer help me how to spell the word, how to write, math, friends come to play on computer.

Is a macintosh



Appendix D

My Trial Page

First Try

Second Try

Correct

mmmarys

memorys

memorys

Demo

Dome

Demo

broke

breke

brake

night

nihgt

night

vidoes

videos

Videos

pitchere

pichtere

picture

(A)

My Computer

My computer has games, memory, big screens, maps, e-mail, dictionary, paint, pictures, music, movies. My computer played music, videos, show the time, change colors, type with my computer, copie C.D. My computers help me how to write, math, friends come to play my computer. My computer is good. I use computer sometime. My dad wanted to put C.D. in my computer. My dad use my computer at night.



Appendix A

10 yrs

First-Grade Writing Proficiency Benchmark/Narrative Writing

Standard I—Process and Habits

38 points

First Draft

- ✓ Records ideas with fluency (2 points)
- ✓ Rereads what has been written (2 points)

Revising

- ✓ Adds/deletes words (4 points)
 - Rearranges words, sentences, or phrases (2 points)
 - Substitutes richer vocabulary choices (2 points)
- ✓ Uses writing checklist (4 points)

Editing

- ✓ Notices some errors in spelling by circling words (4 points)
 - Corrects many misspelled words (2 points)
 - Corrects some punctuation and capitalization (2 points)
- ✓ Uses resources to check (e.g., dictionary, checklists) (4 points)
 - Uses a thesaurus (2 points)

Final Draft

- ✓ Incorporates revisions into final copy (4 points)
- ✓ Increases accuracy of the final draft (spelling, punctuation) (4 points)

Total

2
2
2
1
0
3
4
1
1
2
0
4
4
26

Standard I

- Below the Standard (19 or less)
- X Approaching the Standard (20–27)
- Meeting the Standard (28)
- Exceeding the Standard (above 28)

Standard II—Audience and Purposes/Author's Craft

59 points

Introduces the Topic

- ✓ Opening sentence states focus of writing (10 points)
 - Grabs the attention of the reader (2 points)

Develops the Topic

- ✓ Uses logical order (beginning, middle, end) (6 points)
- ✓ Sustains the idea throughout the piece (6 points)
 - Uses dialogue (3 points)
 - Uses individual voice (3 points)
 - Uses reaction phrases (3 points)
- ✓ Uses transitional and time cue words to support flow (5 points)
- ✓ Uses some strong vocabulary and word choice [more than 1 word] (e.g., *shouted* for *said*, *huge* for *big*) (5 points)
 - Uses several interesting words to express ideas (2 points)
 - Begins to use descriptive and figurative language (2 points)

Concludes the Topic

- ✓ Provides sense of closure (e.g., "It was fun." "This ends my story." "The end.") (10 points)
 - Ties story together with creative or imaginative ending (2 points)

Total

8
1
4
6
0
3
1
3
1
1
2
2
0
32

Standard II

- X Below the Standard (35 or less)
- Approaching the Standard (36–41)
- Meeting the Standard (42)
- Exceeding the Standard (above 42)



Appendix A

Standard III—Language Use and Conventions

37 points

Style and Syntax

- ✓ Uses a variety of sentence structures and lengths (3 points)
 - Shows evidence of book language or structures from other texts (2 points)

31

Spelling

- ✓ Writes most high-frequency words correctly (5 points)
 - Writes all high-frequency words correctly (2 points)
- ✓ Uses phonetic spelling (5 points)
 - Uses transitional and/or conventional spelling (2 points)

5241

Punctuation and Conventions

- ✓ Writes complete sentences majority of the time (3 points)
 - Writes complete sentences all of the time (3 points)
 - Uses subject/verb agreement most of the time (2 points)
- ✓ Demonstrates some accurate use of beginning capitalization (4 points)
 - Demonstrates mostly accurate use of beginning capitalization (2 points)
- ✓ Demonstrates some accurate use of closing punctuation (periods and question marks) (2 points)
 - Demonstrates mostly accurate use of closing punctuation (periods and question marks) (2 points)

32242221

Total

32

Standard III

- Below the Standard (16 or less)
- Approaching the Standard (17–22)
- Meeting the Standard (22)
- X Exceeding the Standard (above 22)



Appendix A

Second-Grade Writing Proficiency Benchmark/Narrative Writing

Standard I—Process and Habits

48 points

First Draft

- ✓ Uses prewriting strategies to plan and organize ideas (2 points)

Revising

- ✓ Adds/deletes words or ideas (6 points)
 - Rearranges words, sentences, or phrases (4 points)
- ✓ Substitutes richer vocabulary (3 points)
- ✓ Uses writing checklist (3 points)

Editing

- ✓ Notices many errors in spelling by circling words (3 points)
- ✓ Attempts to correct most misspelled words (3 points)
 - Attempts to correct all misspelled words (2 points)
- ✓ Corrects most punctuation and capitalization (6 points)
 - Corrects all punctuation and capitalization (2 points)
- ✓ Uses resources to check (e.g., dictionary, checklists) (4 points)
 - Uses a thesaurus (2 points)

Final Draft

- ✓ Incorporates revisions into final copy (4 points)
- ✓ Increases accuracy of the final draft (spelling, punctuation) (4 points)

Total

Standard I

Below the Standard (29 or less)

Approaching the Standard (30–35)

Meeting the Standard (36)

Exceeding the Standard (above 36)

Standard II—Audience and Purposes/Author's Craft

54 points

Introduces the Topic

- ✓ Opening sentence(s) states focus of writing (6 points)
 - Creates a good lead that grabs the reader's attention (4 points)

Develops the Topic

- ✓ Uses logical order (beginning, middle, end) (6 points)
- ✓ Sustains the idea throughout the piece (6 points)
- ✓ Uses individual voice (4 points)
 - Uses dialogue effectively (2 points)
- ✓ Uses transitional words for time flow (3 points)
 - Uses transitional phrases for time flow (2 points)
- ✓ Uses strong nouns and muscular verbs (4 points)
- ✓ Uses descriptive words to create mind pictures (4 points)
 - Uses figurative language, similes, or metaphors (2 points)
- ✓ Writes to the prompt (3 points)

Concludes the Topic

- ✓ Provides sense of closure (e.g., "It was fun." "This ends my story." "The end.") (6 points)
 - Ties story together with appropriate and interesting sentence or section (2 points)

Total

Standard II

Below the Standard (32 or less)

Approaching the Standard (32–41)

Meeting the Standard (42)

Exceeding the Standard (above 42)



Appendix A

Standard III—Language Use and Conventions

Style and Syntax

- ✓ Uses a variety of sentence structures and lengths (4 points)
- ✓ Shows evidence of book language, specialized vocabulary, or structures from other texts (4 points)
- ✓ Writes correct sentences the majority of the time (2 points)
 - Writes correct sentences all the time (free of run-ons/ fragments) (2 points)

Spelling

- ✓ Accurate spelling of most high-frequency words (2 points)
 - Accurate spelling of all high-frequency words (2 points)
- ✓ Uses transitional and/or conventional spelling (4 points)

Punctuation and Conventions

- ✓ Uses pronouns correctly (3 points)
- ✓ Uses subject/verb agreement (2 points)
- ✓ Uses end punctuation correctly most of the time (3 points)
 - Uses end punctuation correctly all the time (2 points)
 - Uses additional forms of punctuation correctly (3 points)
 - Indents paragraphs (2 points)
- ✓ Uses correct capitalization including beginning of sentences and proper nouns most of the time (2 points)
 - Uses correct capitalization including beginning of sentences and proper nouns all the time (2 points)

39 points

4
2
2
0
2
2
2
3
2
3
2
1
2
1
30

Total

Standard III

- Below the Standard (19 or less)
- Approaching the Standard (20–25)
- Meeting the Standard (26)
- ☒ Exceeding the Standard (above 26)



Appendix A

Third-Grade Writing Proficiency Benchmark/Narrative Writing

Standard I—Process and Habits

54 points

First Draft

- ✓ Uses prewriting strategies to plan and organize ideas (2 points)

Revising

- ✓ Adds/deletes words or ideas (6 points)
- ✓ Rearranges words, sentences, or phrases (4 points)
- ✓ Substitutes richer vocabulary (4 points)
- ✓ Uses writing checklist (2 points)

Editing

- ✓ Notices most errors in spelling by circling words (4 points)
- ✓ Attempts to correct most misspelled words (4 points)
 - Attempts to correct all misspelled words (2 points)
- ✓ Corrects all punctuation and capitalization (6 points)
- ✓ Uses resources to check (e.g., dictionary, checklists) (6 points)
 - Uses a thesaurus (2 points)

Final Draft

- ✓ Incorporates revisions into final copy (6 points)
- ✓ Increases accuracy of the final draft (spelling, punctuation) (6 points)

Total

Standard I

- _____ Below the Standard (31 or less)
- _____ Approaching the Standard (32–49)
- _____ Meeting the Standard (50)
- _____ Exceeding the Standard (above 50)

Standard II—Audience and Purposes/Author's Craft

56 points

Introduces the Topic

- ✓ Creates a good lead that grabs the reader's attention (8 points)

Develops the Topic

- ✓ Uses logical order (beginning, middle, end) (6 points)
- ✓ Sustains the idea throughout the piece (6 points)
- ✓ Uses individual voice (4 points)
- ✓ Uses dialogue effectively (4 points)
- ✓ Uses transitional words/phrases for time flow (5 points)
- ✓ Uses strong nouns and muscular verbs (4 points)
- ✓ Uses descriptive words to create mind pictures (4 points)
- ✓ Uses figurative language, similes, or metaphors (4 points)
- ✓ Writes to the prompt (3 points)

Concludes the Topic

- ✓ Ties story together with appropriate and interesting sentence or section (8 points)

Total

Standard II

- _____ Below the Standard (32 or less)
- _____ Approaching the Standard (32–47)
- _____ Meeting the Standard (48)
- _____ Exceeding the Standard (above 48)



Appendix A

Standard III—Language Use and Conventions

39 points

Style and Syntax

- ✓ Uses a variety of sentence structures and lengths (4 points)
- ✓ Shows evidence of book language, specialized vocabulary, or structures from other texts (4 points)
- ✓ Writes correct sentences all the time (free of run-ons/ fragments (4 points)

4
2
1

Spelling

- ✓ Accurate spelling of all high-frequency words (4 points)
- ✓ Uses transitional and/or conventional spelling (4 points)

4
2

Punctuation and Conventions

- ✓ Uses pronouns correctly (3 points)
- ✓ Uses subject/verb agreement (3 points)
- ✓ Uses end punctuation correctly all the time (4 points)
 - Uses additional forms of punctuation correctly (3 points)
 - Indents paragraphs (2 points)
- ✓ Uses correct capitalization including beginning of sentences and proper nouns all the time (4 points)

3
3
4
1
2

Total

2
28

Standard III

- Below the Standard (19 or less)
- ☒ Approaching the Standard (20–33)
- Meeting the Standard (34)
- Exceeding the Standard (above 34)



Appendix D

Topic List

Halloween party

Witch

Scaredy cat

Sleeping over

Trick or treat

Arooj & Zainab

hunted house

Halloween Day

Anthony

picks

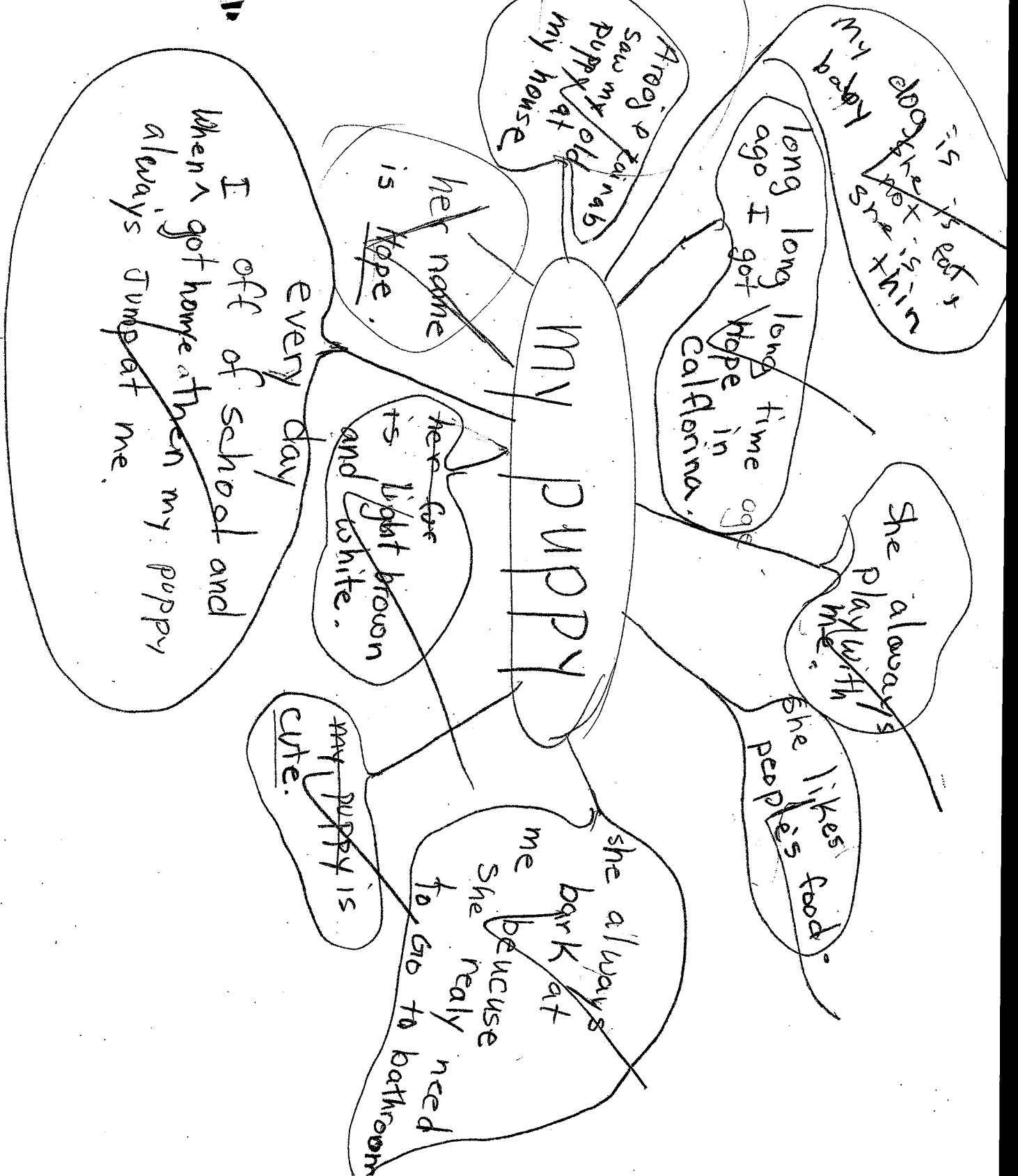
Family

Vampire

* my puppy

(B)

My Ideas



My Puppy (B)
~~My~~ ~~PUPPY~~

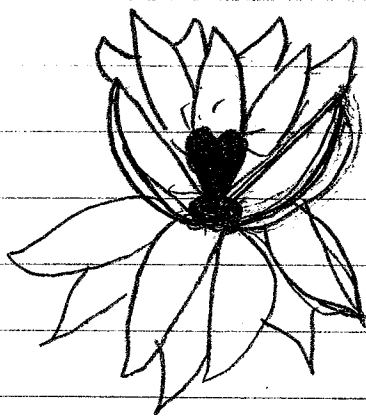
My puppy's

Her ~~name~~ is Hopie. Hopie is a baby, ~~she is not fat~~. She is thin. I got ~~here~~ long a long time ago ~~at~~ in California.

← She always plays with me.

She always barks at me ALL the time because she really needs to go to the bathroom. Hopie likes people's food! Hopie's fur is light brown and white. ~~So~~ She is Cute.

Every day when I get off of school and ~~when I~~ get home ~~with~~ my puppy always jumps ~~on~~ me. Arooj and Zainab saw my puppy at my house.



My puppy is cute

Hopie

(B)

My PUPPY

1st My ¹puppy's name is Hope. Hope ²is a baby.

S She ⁴is thin. ^{2nd} I got her a long time ago in California. She ~~she~~ always plays with me.
 ← She barks at me all the times because she needs go to the bathroom. Hope likes to eat people food.

Hope's ³coat is light brown and white.

She is ^{very} cute. ~~forever~~.

3rd Every day when I get off of school and I get home, ^{Hopie} my puppy always jumps on me.

[Arooj and zainab saw my puppy at my house.]

She ⁴is thin and ~~She is~~ very cute.

(B)

→ My puppy's name is Hopie.

← Hopie is a baby. Hopie's coat is light brown and white. She is thin and very cute.

~~Every day when I get off of~~
~~School and I~~
I got her

because



Appendix D

My Trial Page

First Try

Second Try

Correct

california

california

California



Appendix D

Writing Checklist

1. Read your story out loud to make sure it makes sense. ✓
2. Add to your story or X out what you don't want. ✓
3. Circle words that do not look right. ✓
4. Use trial page to check spellings. ✓
5. Look up the circled words. ✓
6. Read your story out loud. Listen for where your voice stops.
Add punctuation. ✓
7. Check for capitalization at the beginning of your sentences. ✓

(B)

My Puppy

My puppy's name is Hopie. Hopie is a baby. Hopie's coat is light brown and white. She is thin and very cute.

I got her a long time ago in California. She always plays with me. She barks at me all the time because she needs go to the bathroom. Hopie likes to eat people food!

Every day when I get off of school and I get home, Hopie always jumps on me.



Appendix A

10 yrs

First-Grade Writing Proficiency Benchmark/Narrative Writing

Standard I—Process and Habits

38 points

First Draft

- ✓ Records ideas with fluency (2 points)
- ✓ Rereads what has been written (2 points)

Revising

- ✓ Adds/deletes words (4 points)
 - Rearranges words, sentences, or phrases (2 points)
 - Substitutes richer vocabulary choices (2 points)
- ✓ Uses writing checklist (4 points)

Editing

- ✓ Notices some errors in spelling by circling words (4 points)
 - Corrects many misspelled words (2 points)
 - Corrects some punctuation and capitalization (2 points)
- ✓ Uses resources to check (e.g., dictionary, checklists) (4 points)
 - Uses a thesaurus (2 points)

Final Draft

- ✓ Incorporates revisions into final copy (4 points)
- ✓ Increases accuracy of the final draft (spelling, punctuation) (4 points)

Total

2
1
2
1
0
0
4
2
1
2
0
3
4
22

Standard I

- Below the Standard (19 or less)
- X Approaching the Standard (20–27)
- Meeting the Standard (28)
- Exceeding the Standard (above 28)

Standard II—Audience and Purposes/Author's Craft

59 points

Introduces the Topic

- ✓ Opening sentence states focus of writing (10 points)
 - Grabs the attention of the reader (2 points)

Develops the Topic

- ✓ Uses logical order (beginning, middle, end) (6 points)
- ✓ Sustains the idea throughout the piece (6 points)
 - Uses dialogue (3 points)
 - Uses individual voice (3 points)
 - Uses reaction phrases (3 points)
- ✓ Uses transitional and time cue words to support flow (5 points)
- ✓ Uses some strong vocabulary and word choice [more than 1 word] (e.g., *shouted* for *said*, *huge* for *big*) (5 points)
 - Uses several interesting words to express ideas (2 points)
 - Begins to use descriptive and figurative language (2 points)

Concludes the Topic

- ✓ Provides sense of closure (e.g., "It was fun." "This ends my story." "The end.") (10 points)
 - Ties story together with creative or imaginative ending (2 points)

Total

10
1
2
6
0
2
1
0
1
0
0
10
1
34

Standard II

- X Below the Standard (35 or less)
- Approaching the Standard (36–41)
- Meeting the Standard (42)
- Exceeding the Standard (above 42)



Appendix A

Standard III—Language Use and Conventions

37 points

Style and Syntax

- ✓ Uses a variety of sentence structures and lengths (3 points)
 - Shows evidence of book language or structures from other texts (2 points)

1
0

Spelling

- ✓ Writes most high-frequency words correctly (5 points)
 - Writes all high-frequency words correctly (2 points)
- ✓ Uses phonetic spelling (5 points)
 - Uses transitional and/or conventional spelling (2 points)

5
2
3
2

Punctuation and Conventions

- ✓ Writes complete sentences majority of the time (3 points)
 - Writes complete sentences all of the time (3 points)
 - Uses subject/verb agreement most of the time (2 points)
- ✓ Demonstrates some accurate use of beginning capitalization (4 points)
 - Demonstrates mostly accurate use of beginning capitalization (2 points)
- ✓ Demonstrates some accurate use of closing punctuation (periods and question marks) (2 points)
 - Demonstrates mostly accurate use of closing punctuation (periods and question marks) (2 points)

1
0
1
2
1
2
1
2
1
2

Total

21

Standard III

- Below the Standard (16 or less)
- X Approaching the Standard (17–22)
- Meeting the Standard (22)
- Exceeding the Standard (above 22)



Appendix D

Topic List

my cat

* birthday

a Witch

candy

Halloween
party

vampires

sisters

OWLS

(C)



My Ideas

pot + stan beey cake

my MOM makes COOTIES

played tags
meeting friends
cakes

at pool
I played in the pool
My birthday



candy

other people

played toys

7:00 PM

swim

my friends come

pool

birthday

on Monday

My birthday



~~On my birthday~~ I has bolloons ^{on}
~~my birthday~~ ~~on Monday~~
 I had alot of ~~people~~
 We wen + swimmin in the pool
~~It has new~~ ~~toxin~~ ~~my~~
~~birthday~~ ~~my~~ friends came to my
 birthday. We eat Staw berry
 cake. ~~on my birthday~~ my mom
 made ~~cookies~~ we played tag
 we ~~met~~ new friends
 we eat cakes we eat candy
 I want many kids. I had my
 game boy. I ~~had~~ Zak to come
 my birthday. I ~~had~~ Aroo
 to come my birthday. And Aroo's
^{sister} sister came to my birthday. ~~at~~ ^{all}
 Zak's bothers to come too. I want
 Ms. Zendejas to come my birthday.
~~I want~~ michelle to come my
 birthday too. I want brittany
 to come my birthday. I want
 Ashley to come my birthday.
 I want (everybody) to come
 to birthday. But not ~~the~~ their
 (Couty) to come ~~my~~ birthday. I like it.
 From Danielle The End

My birthday

My birthday was on Monday. I had balloons on my birthday. I had a lot of people ^{at} my birthday ^{party}. We went Swimming ^{at} my birthday grandma's house. It was fun! ~~I had a lot of people at my birthday party.~~ My friends came to my birthday. We ate Strawberry cake ^{party} and candy. My mom made cookies. We played tag. We met new friends. ~~We ate cakes. We ate candies.~~

P
P
S
I want a lot of friends. I had my game boy. I had Zak came to my birthday. Aroog came to my birthday. And Aroog's sister came to my birthday. Zak's brothers came to my birthday. Michelle came to my birthday too. Brittney came to my birthday. Ashley came to my birthday. I had every body came to my birthday. I like it. But not their Countys came to my birthday.



Appendix D

My Trial Page

First Try

Second Try

Correct

Couty

Conuty

Country

Meat

Meet

Meet

Stawbeey

Stawbery

Strawberry

pople

poople

people

birth day

birthday

birthday

Bothers

botherz

bothers

* bollons

balloons

balloons

* Simming

Siwmming

Swimming

My birthday

My birthday was on Monday.
I had balloons was at party.
I had a lot of people at my
birthday.

They gave me presents.
Friends came to my birthday.
We ate strawberry cake.
My birthday my mom made
cookies we played to g. we ate
cookies. we ate candy.

I had many kids. I had my
game day. I had Zak. I had Arooj.
I had Arooj's sister. I had my
sister Sarah. I had Zak's
brothers. I had Ms. Zendijas.
I had Michelle. I had brittany.
I had Ashley. I had everyone.
But not that County came to
my birthday. I like it.

The end

by 



Appendix A

9 yrs

First-Grade Writing Proficiency Benchmark/Narrative Writing

Standard I—Process and Habits

38 points

First Draft

- ✓ Records ideas with fluency (2 points)
- ✓ Rereads what has been written (2 points)

Revising

- ✓ Adds/deletes words (4 points)
 - Rearranges words, sentences, or phrases (2 points)
 - Substitutes richer vocabulary choices (2 points)
- ✓ Uses writing checklist (4 points)

Editing

- ✓ Notices some errors in spelling by circling words (4 points)
 - Corrects many misspelled words (2 points)
 - Corrects some punctuation and capitalization (2 points)
- ✓ Uses resources to check (e.g., dictionary, checklists) (4 points)
 - Uses a thesaurus (2 points)

Final Draft

- ✓ Incorporates revisions into final copy (4 points)
- ✓ Increases accuracy of the final draft (spelling, punctuation) (4 points)

Total

1
1
1
0
0
0
4
2
2
0
0
4
4
20

Standard I

- Below the Standard (19 or less)
- X Approaching the Standard (20–27)
- Meeting the Standard (28)
- Exceeding the Standard (above 28)

Standard II—Audience and Purposes/Author's Craft

59 points

Introduces the Topic

- ✓ Opening sentence states focus of writing (10 points)
 - Grabs the attention of the reader (2 points)

Develops the Topic

- ✓ Uses logical order (beginning, middle, end) (6 points)
- ✓ Sustains the idea throughout the piece (6 points)
 - Uses dialogue (3 points)
 - Uses individual voice (3 points)
 - Uses reaction phrases (3 points)
- ✓ Uses transitional and time cue words to support flow (5 points)
- ✓ Uses some strong vocabulary and word choice [more than 1 word] (e.g., *shouted* for *said*, *huge* for *big*) (5 points)
 - Uses several interesting words to express ideas (2 points)
 - Begins to use descriptive and figurative language (2 points)

Concludes the Topic

- ✓ Provides sense of closure (e.g., "It was fun." "This ends my story." "The end.") (10 points)
 - Ties story together with creative or imaginative ending (2 points)

Total

0
1
0
4
1
3
1
0
0
0
0
5
0
15

Standard II

- X Below the Standard (35 or less)
- Approaching the Standard (36–41)
- Meeting the Standard (42)
- Exceeding the Standard (above 42)



Appendix A

Standard III—Language Use and Conventions

37 points

Style and Syntax

- ✓ Uses a variety of sentence structures and lengths (3 points)
 - Shows evidence of book language or structures from other texts (2 points)

20

Spelling

- ✓ Writes most high-frequency words correctly (5 points)
 - Writes all high-frequency words correctly (2 points)
- ✓ Uses phonetic spelling (5 points)
 - Uses transitional and/or conventional spelling (2 points)

3031

Punctuation and Conventions

- ✓ Writes complete sentences majority of the time (3 points)
 - Writes complete sentences all of the time (3 points)
 - Uses subject/verb agreement most of the time (2 points)
- ✓ Demonstrates some accurate use of beginning capitalization (4 points)
 - Demonstrates mostly accurate use of beginning capitalization (2 points)
- ✓ Demonstrates some accurate use of closing punctuation (periods and question marks) (2 points)
 - Demonstrates mostly accurate use of closing punctuation (periods and question marks) (2 points)

33201121

Total

124

Standard III

- Below the Standard (16 or less)
- Approaching the Standard (17–22)
- Meeting the Standard (22)
- ☒ Exceeding the Standard (above 22)



Appendix A

Second-Grade Writing Proficiency Benchmark/Narrative Writing

Standard I—Process and Habits

48 points

First Draft

- ✓ Uses prewriting strategies to plan and organize ideas (2 points)

Revising

- ✓ Adds/deletes words or ideas (6 points)
 - Rearranges words, sentences, or phrases (4 points)
- ✓ Substitutes richer vocabulary (3 points)
- ✓ Uses writing checklist (3 points)

Editing

- ✓ Notices many errors in spelling by circling words (3 points)
- ✓ Attempts to correct most misspelled words (3 points)
 - Attempts to correct all misspelled words (2 points)
- ✓ Corrects most punctuation and capitalization (6 points)
 - Corrects all punctuation and capitalization (2 points)
- ✓ Uses resources to check (e.g., dictionary, checklists) (4 points)
 - Uses a thesaurus (2 points)

Final Draft

- ✓ Incorporates revisions into final copy (4 points)
- ✓ Increases accuracy of the final draft (spelling, punctuation) (4 points)

Total

Standard I

- _____ Below the Standard (29 or less)
- _____ Approaching the Standard (30–35)
- _____ Meeting the Standard (36)
- _____ Exceeding the Standard (above 36)

Standard II—Audience and Purposes/Author's Craft

54 points

Introduces the Topic

- ✓ Opening sentence(s) states focus of writing (6 points)
 - Creates a good lead that grabs the reader's attention (4 points)

Develops the Topic

- ✓ Uses logical order (beginning, middle, end) (6 points)
- ✓ Sustains the idea throughout the piece (6 points)
- ✓ Uses individual voice (4 points)
 - Uses dialogue effectively (2 points)
- ✓ Uses transitional words for time flow (3 points)
 - Uses transitional phrases for time flow (2 points)
- ✓ Uses strong nouns and muscular verbs (4 points)
- ✓ Uses descriptive words to create mind pictures (4 points)
 - Uses figurative language, similes, or metaphors (2 points)
- ✓ Writes to the prompt (3 points)

Concludes the Topic

- ✓ Provides sense of closure (e.g., "It was fun." "This ends my story." "The end.") (6 points)
 - Ties story together with appropriate and interesting sentence or section (2 points)

Total

Standard II

- _____ Below the Standard (32 or less)
- _____ Approaching the Standard (32–41)
- _____ Meeting the Standard (42)
- _____ Exceeding the Standard (above 42)



Appendix A

Standard III—Language Use and Conventions

Style and Syntax

- ✓ Uses a variety of sentence structures and lengths (4 points)
- ✓ Shows evidence of book language, specialized vocabulary, or structures from other texts (4 points)
- ✓ Writes correct sentences the majority of the time (2 points)
 - Writes correct sentences all the time (free of run-ons/fragments) (2 points)

Spelling

- ✓ Accurate spelling of most high-frequency words (2 points)
 - Accurate spelling of all high-frequency words (2 points)
- ✓ Uses transitional and/or conventional spelling (4 points)

Punctuation and Conventions

- ✓ Uses pronouns correctly (3 points)
- ✓ Uses subject/verb agreement (2 points)
- ✓ Uses end punctuation correctly most of the time (3 points)
 - Uses end punctuation correctly all the time (2 points)
 - Uses additional forms of punctuation correctly (3 points)
 - Indents paragraphs (2 points)
- ✓ Uses correct capitalization including beginning of sentences and proper nouns most of the time (2 points)
 - Uses correct capitalization including beginning of sentences and proper nouns all the time (2 points)

39 points

2~~0~~11~~0~~22211~~0~~1~~0~~17

Total

Standard III

- ☒ Below the Standard (19 or less)
- ☐ Approaching the Standard (20–25)
- ☐ Meeting the Standard (26)
- ☐ Exceeding the Standard (above 26)



Appendix D

Topic List

pumpkin Cat and ghost

candy

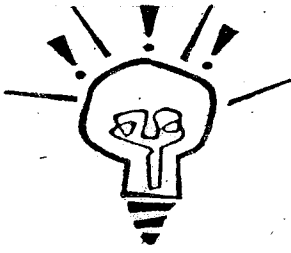
Ashley houses

Halloween Party

birthday

I play Gym

D



My Ideas



binth day ^(D)

I played games.

My family came ^{to} my

binthday ^{party} I opened

present, I ^{got} ~~get~~ balloons and

~~I got~~ early. I eat ^{ate} cake.

Did Booboo have fun? Yes, Booboo
had fun.

Birthday (D)

I played games.

My family came to my birthday party. I got balloons and candy. I ate cake. Did BooBoo have fun? yes BooBoo had fun.



Appendix A

First-Grade Writing Proficiency Benchmark/Narrative Writing

Standard I—Process and Habits

38 points

First Draft

- ✓ Records ideas with fluency (2 points)
- ✓ Rereads what has been written (2 points)

$$\frac{1}{2}$$

Revising

- ✓ Adds/deletes words (4 points)
 - Rearranges words, sentences, or phrases (2 points)
 - Substitutes richer vocabulary choices (2 points)
- ✓ Uses writing checklist (4 points)

Editing

- ✓ Notices some errors in spelling by circling words (4 points)
 - Corrects many misspelled words (2 points)
 - Corrects some punctuation and capitalization (2 points)
- ✓ Uses resources to check (e.g., dictionary, checklists) (4 points)
 - Uses a thesaurus (2 points)

0
0
2
0
0

Final Draft

- ✓ Incorporates revisions into final copy (4 points)
- ✓ Increases accuracy of the final draft (spelling, punctuation) (4 points)

2
1

Total

Standard II—Audience and Purposes/Author's Craft

59 points

Introduces the Topic

- ✓ Opening sentence states focus of writing (10 points)
 - Grabs the attention of the reader (2 points)

~~Q~~

Develops the Topic

- ✓ Uses logical order (beginning, middle, end) (6 points)
- ✓ Sustains the idea throughout the piece (6 points)
 - Uses dialogue (3 points)
 - Uses individual voice (3 points)
 - Uses reaction phrases (3 points)
- ✓ Uses transitional and time cue words to support flow (5 points)
- ✓ Uses some strong vocabulary and word choice [more than 1 word] (e.g., *shouted* for *said*, *huge* for *big*) (5 points)
 - Uses several interesting words to express ideas (2 points)
 - Begins to use descriptive and figurative language (2 points)

~~0~~
 4
~~0~~
 3
~~0~~
~~0~~
~~0~~
~~0~~
~~0~~
~~0~~
~~0~~

Concludes the Topic

- ✓ Provides sense of closure (e.g., "It was fun." "This ends my story." "The end.") (10 points)
 - Ties story together with creative or imaginative ending (2 points)

$$\frac{\cancel{0}}{\cancel{0}}7$$

Total

Standard I

Below the
Standard
(19 or less)

Approaching the Standard (20–27)

Meeting the Standard (28)

Exceeding
the Standard
(above 28)

Standard II

Below the
Standard
(35 or less)

Approaching the Standard (36-41)

Meeting the
Standard (42)

- Exceeding
the Standard
(above 42)



Appendix A

Standard III—Language Use and Conventions

37 points

Style and Syntax

- ✓ Uses a variety of sentence structures and lengths (3 points)
 - Shows evidence of book language or structures from other texts (2 points)

Spelling

- ✓ Writes most high-frequency words correctly (5 points)
 - Writes all high-frequency words correctly (2 points)
- ✓ Uses phonetic spelling (5 points)
 - Uses transitional and/or conventional spelling (2 points)

Punctuation and Conventions

- ✓ Writes complete sentences majority of the time (3 points)
 - Writes complete sentences all of the time (3 points)
 - Uses subject/verb agreement most of the time (2 points)
- ✓ Demonstrates some accurate use of beginning capitalization (4 points)
 - Demonstrates mostly accurate use of beginning capitalization (2 points)
- ✓ Demonstrates some accurate use of closing punctuation (periods and question marks) (2 points)
 - Demonstrates mostly accurate use of closing punctuation (periods and question marks) (2 points)

Total

0
0
5
2
5
2
1
0
1
2
0
1
0
19

Standard III

- Below the Standard (16 or less)
- ☒ Approaching the Standard (17–22)
- Meeting the Standard (22)
- Exceeding the Standard (above 22)



Appendix D

Topic List

Witch

Scaredy cat

my ~~the~~ teeth

my house

Sister

* Vampires

Halloween party

Candy

birthday

(E)



my sister

like toys

go to sleep

love to read

love puppy

like me and mom and dad

like my bike

cry because I am not here

like to play the 500

want to go my room

add 5
more sentences

Title: My sister

11-10-03

(E)

~~my sister want to go with me.~~

~~my sister love to ride the bike~~

~~my sister was + sleeping~~

~~my sister want to go the pet store.~~

~~my sister love to play with barbie.~~

My sister want to go with me. My sister
love to ride the bike my sister was sleeping
← my sister want to go the pet store.
← my sister love to play with barbie doll.

← My sister and I Love scooby Doo movie
my sister and I Love cookie my sister and I
want a cat.

What is your sister's name? Alexis

How old is she? 2

Is she older or younger than you? younger

What does she look like? (blond hair? blue eyes?)

blond hair and blue eye

12-15-03

(E)

My Sister Sister

→ My sister want to go with me. My sister love to ride the bike. My sister was sleeping.

My sister want to go pet store.

My sister love to play with barbie doll.

My sister and I Love scooby Doo movie.

My sister and I Love cookie.

My sister and I want a cat.

(E)

My Sister

My sister want to go with me. My sister was sleeping.

My sister want to go the pet store. My sister love to play with barbie doll. My sister and I Love scooby Doo Movie.

My sister and I Love cookies. My Sister and I want a cat.



Appendix A

10 yrs

First-Grade Writing Proficiency Benchmark/Narrative Writing

Standard I—Process and Habits

38 points

First Draft

- ✓ Records ideas with fluency (2 points)
- ✓ Rereads what has been written (2 points)

2
1

Revising

- ✓ Adds/deletes words (4 points)
 - Rearranges words, sentences, or phrases (2 points)
 - Substitutes richer vocabulary choices (2 points)
- ✓ Uses writing checklist (4 points)

2
1
0
0

Editing

- ✓ Notices some errors in spelling by circling words (4 points)
 - Corrects many misspelled words (2 points)
 - Corrects some punctuation and capitalization (2 points)
- ✓ Uses resources to check (e.g., dictionary, checklists) (4 points)
 - Uses a thesaurus (2 points)

4
2
0
0
0

Final Draft

- ✓ Incorporates revisions into final copy (4 points)
- ✓ Increases accuracy of the final draft (spelling, punctuation) (4 points)

3
3
18

Total

<input checked="" type="checkbox"/>	Standard I
<input checked="" type="checkbox"/>	Below the Standard (19 or less)
<input type="checkbox"/>	Approaching the Standard (20–27)
<input type="checkbox"/>	Meeting the Standard (28)
<input type="checkbox"/>	Exceeding the Standard (above 28)

Standard II—Audience and Purposes/Author's Craft

59 points

Introduces the Topic

- ✓ Opening sentence states focus of writing (10 points)
 - Grabs the attention of the reader (2 points)

10
1

Develops the Topic

- ✓ Uses logical order (beginning, middle, end) (6 points)
- ✓ Sustains the idea throughout the piece (6 points)
 - Uses dialogue (3 points)
 - Uses individual voice (3 points)
 - Uses reaction phrases (3 points)
- ✓ Uses transitional and time cue words to support flow (5 points)
- ✓ Uses some strong vocabulary and word choice [more than 1 word] (e.g., *shouted* for *said*, *huge* for *big*) (5 points)
 - Uses several interesting words to express ideas (2 points)
 - Begins to use descriptive and figurative language (2 points)

4
5
0
1
0
0
0
0
0

Concludes the Topic

- ✓ Provides sense of closure (e.g., "It was fun." "This ends my story." "The end.") (10 points)
 - Ties story together with creative or imaginative ending (2 points)

0
0
21

Total

<input checked="" type="checkbox"/>	Standard II
<input checked="" type="checkbox"/>	Below the Standard (35 or less)
<input type="checkbox"/>	Approaching the Standard (36–41)
<input type="checkbox"/>	Meeting the Standard (42)
<input type="checkbox"/>	Exceeding the Standard (above 42)



Appendix A

Standard III—Language Use and Conventions

37 points

Style and Syntax

- ✓ Uses a variety of sentence structures and lengths (3 points)
 - Shows evidence of book language or structures from other texts (2 points)

Spelling

- ✓ Writes most high-frequency words correctly (5 points)
 - Writes all high-frequency words correctly (2 points)
- ✓ Uses phonetic spelling (5 points)
 - Uses transitional and/or conventional spelling (2 points)

Punctuation and Conventions

- ✓ Writes complete sentences majority of the time (3 points)
 - Writes complete sentences all of the time (3 points)
 - Uses subject/verb agreement most of the time (2 points)
- ✓ Demonstrates some accurate use of beginning capitalization (4 points)
 - Demonstrates mostly accurate use of beginning capitalization (2 points)
- ✓ Demonstrates some accurate use of closing punctuation (periods and question marks) (2 points)
 - Demonstrates mostly accurate use of closing punctuation (periods and question marks) (2 points)

Total

Standard III

- Below the Standard (16 or less)
- ☒ Approaching the Standard (17–22)
- Meeting the Standard (22)
- Exceeding the Standard (above 22)

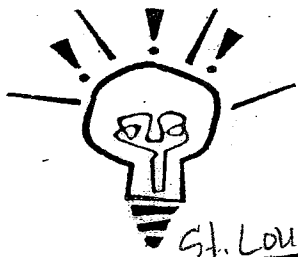
1
4
5
2
3
1
1
0
1
2
0
2
1
19



Topic List

vampires	My Daddy
Scared cat	* Rams
Ichabod crane	my old puppy
Witch	my new dog
candy	ZOO
Halloween party	cat in the Hat
birthday	The Hulk
Rip van Winkle	
my dog	
My cat	
my Mama	

(F)



My Ideas

St. Louis,

in MISSOURI

practice
at Rams
Park

Play at
Edward Jones
dome

Rams are good team.

I Like Rams team.

The
Rams
never
lost.

Rams won 40.

Rams play
the
game.

RAMS

The Rams eat
hot dog.

The
Rams
sign
my shirt

The
Football.

Rams Beat the team.

are not bad team

25
players



① play at Edward Jones Dome.

② Rams play Football.

③ The Rams play the game.

④ Rams are not bad team.

⑤ Practice at Rams practice.

I Like Ram-S team.

⑥ Rams won lot.

⑦ The Rams never loss.

⑧ Rams can eat hot dog.

⑨ Rams are good team.

255p poeple plays football.

⑩ The Rams Sign my Shirt.

⑪ In St Louis.

⑫ Rams are the team.

⑬ Rams are best team.

The Rams are a football team.

(F)

① Where ^{the} they play at Edward Jones Dome.
2P ^{they} ~~cache~~ at ^{the} Rams park x
in ~~St~~ Louis.

② What they do
^{the} Rams play football against other football teams

3P ~~The Rams play the game~~
~~Rams~~ ^{They} win a lot.
The Rams never ^{lose} ~~loss~~.
(Rams can eat Hot dog.
The Rams sign my shirt.
Rams are best team.)

③ Good or bad team
1P Rams are good team.
Rams are not bad team.

The Rams are football team

Rams (F)

1 The Rams are Good team.
The Rams are not bad team.

2 They play at the Edward
Jones Dome. Practice
in St Louis.

3 The Rams play Football
against other Football team.
They win lot.

The Rams never Lose.

They can eat Hot dog.
The ~~boy~~ Sign my shirt.
The Rams can beat team